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ABSTRACT

This guide details eduational standards as a way to improve the overall quality of early care and education programs within Kentucky and to ultimately result in positive outcomes for all young children. These standards address the essential knowledge and competencies that children are expected to achieve at various ages and may be used as a framework in the following ways: (1) to ensure that assessment procedures cover all standards and benchmarks; (2) to assist in planning experiences that will promote child development; and (3) to ensure that activities, materials, and experiences address all items of the developmental continuum. The standards are not intended to be used as a curriculum guide or an assessment tool. The document is organized in four sections. Following an introductory section outlining the guiding principles behind the standards, Section 2 shows the linkages between standards for children birth to three years, standards for 3- and 4-year-olds, and the Program of Studies for public school kindergarten. Section 3 offers standards for children birth to three years in the following areas: creative expression, communication, cognitive, motor, and social emotional development. Section 4 addresses developmental areas for 3- and 4-year-olds: arts and humanities, English/language arts (early literacy), health education (health/mental wellness), mathematics, science, physical education (gross and fine motor skills), and social studies. Sections 3 and 4 are organized into standards, benchmarks, a developmental continuum, and example behaviors. The developmental continuum and example behaviors are meant as a general guide to help early care and education professionals and parents identify skills that are most likely to occur in the continuum and to provide real examples that are useful to adults. The guide's appendix contains information on the development of state standards, a list of work group members involved in standard development, an 80-item bibliography, a list of primary education entry level experiences, and a joint position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education regarding early learning standards. (Contains 41 references.) (KB)

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Building A Strong Foundation for School Success

Kentucky's Early Childhood Standards

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Introduction

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Building a Strong Foundation for School Success
Kentucky's Early Childhood Standards

Introduction

Kentucky's Vision

The vision for Kentucky's young children and their families is that "all young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities" (Governor's Early Childhood Task Force, 1999). Kentucky envisions learning as a continuum, beginning at birth and continuing throughout life. This is reflected in the strong alliances among early childhood educators, public school administrators, institutions of higher education, parent associations, and the business community (Prichard Committee, 2003).

In an effort to reach the vision for young children and families, Kentucky is addressing four key dimensions in the early care and education field. These include the state dimension, the environmental dimension, the personnel dimension, and the child dimension. It is clear that unless all four dimensions are working effectively and efficiently, the vision will not be met.

State Dimension. It is important to document that Kentucky, as a state, is making progress towards the vision. In order to do this, state outcomes and indicators have been developed by a state level team, with support through a grant from the Ford Foundation. State outcomes and indicators will be measured on an annual basis, and information will be used to determine which initiatives and programs are effective in the achievement of Kentucky's vision for all children and families. One example of a state level outcome is "Infants are born healthy." Two of the indicators for this outcome are (a) the percentage of women who have early entry into prenatal care, and (b) the percentage of low birth weight babies born annually in Kentucky. A complete copy of the state outcomes and indicators will be available from Kentucky's Office of Early Childhood Development.

Environmental Dimension. The environments in which children spend time when away from home is critical to their overall development. Kentucky has addressed environmental issues by setting standards and implementing strategies to raise the quality of programs that provide care and education to young children. The STARS for KIDS NOW Quality Rating System is available for licensed child care centers and for licensed and certified family child care homes. It provides an opportunity for programs to voluntarily participate in a self-assessment process focusing on staff:child ratios, curriculum, staff training, regulatory compliance, and benefits for staff, all known to be indicators of quality care and education that results in positive outcomes for young children and their families (American Federation of Teachers [AFT], 2001, p. 9; Barnett, 1995, p. 44; Education Commission of the States [ECS], 2001, p. 9; Kagan & Neuman, 1996; National Association for the Education of Young Children [NAEYC], 1997, p. 6; Southern Regional Education Board [SREB], 2001, p. 7; Whitebrook, Howes, & Phillips, 1989, p. 4).

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Research has demonstrated that the brain changes and adapts to its environment. Therefore, a stimulating environment is essential to brain growth and the development of complex, functional skills. Exposure to stressful experiences, lack of interaction with nurturing adults, lack of adequate nutrition, and other harmful factors may prevent healthy brain development (Brazelton & Greenspan, 2000; Clarke-Stewart, 1998; ECS, 2001, p.4; Leseman, 2002; Shonkoff & Phillips, 2000). Early care and education professionals who understand child development and the varying needs of individual children, who plan a research-based curriculum with interesting and stimulating experiences and materials that encourages development in all areas, and who provide a positive, supportive environment contribute to the healthy development of young children. Specifically, such knowledge and methods promote a young child's social development, the development of secure relationships with adults, enhanced language and cognitive development, and increased school readiness (AFT, 2002, p. 9; Burchinal, Roberts, Nabors, & Bryant, 1996; ECS, 2001, p. 9; Howes, Phillips, & Whitebrook, 1992; Kontos & Wilcox-Herzog, 1997; NAEYC, 1997, p. 6; Shonkoff & Phillips, 2000).

Personnel Dimension. The *Early Childhood Professional Development Framework: Creating a Framework for Kentucky* (KIDS NOW, 2002) delineates the core content, i.e., the specific knowledge, competencies, and characteristics needed to be effective in working with young children and their families, for early care and education personnel in Kentucky. Research indicates that the educational level of early care and education professionals is an essential determinant of the quality of services that young children receive. Early care and education professionals who complete more years of formal training or who receive an early childhood degree at the college level provide more appropriate care and education. In fact, the most critical indicators of the quality of an early care and education program and subsequent positive outcomes for the children are the education, compensation, and consistency of the early care and education professionals working in the program (AFT, 2002; Kagan & Newman, 1996; North Carolina Partnership, 1998; Learning to Care, 1998; Whitebrook, Howes, & Phillips, 1989). The low pay and lack of benefits that early care and education professionals receive, however, may be a barrier to gaining formal or specialized training and to retention (AFT, 2002; SREB, 2001). Therefore, similar to other states' initiatives (e.g., North Carolina, Georgia), both college and non-college scholarship programs have been initiated in Kentucky to assist professionals in building their knowledge and competencies within a career lattice. Milestone awards also are given upon completion of a certificate or degree (ECS, 2001). But to retain highly qualified personnel and prevent undo turnover, increased salaries that are comparable to the educational level and training of the professional and health benefits must follow (AFT, 2002; ECS, 2001; Smart Start, 1998).

Children Dimension. Specific learning standards for children birth through four years of age have been developed during the past two years and are published in this document, *Kentucky's Early Childhood Standards*.

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These standards are designed as a framework to assist parents, early care and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age. This "content for learning" (Kendall, 2003) will enable early care and education professionals and others to be more knowledgeable in providing the experiences that will help children reach their potential. Kentucky, like many other states, has realized the importance of developing a shared set of expectations for young children, drawn from current research, in order to provide the foundation for the competencies that are critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002; Picard, 2000).

Guiding Principles

The development of *Kentucky's Early Childhood Standards* was based on the following guiding principles.

- Social-emotional experiences and relationships are the foundation for child development.

  Early childhood literature has emphasized early social and emotional competence as the foundation for all later development (Chazan-Cohen, Jerald, & Stark, 2001, p. 4) and as a predictor of later success (Kontos & Wilcox-Herzog, 1997; NAEYC & NAECS/SDE, 2002, p. 8; Peisner-Feinberg, et.al., 2001). A secure care-giving environment, supportive, nurturing interactions, and positive relationships between a young child and the caregivers help the central nervous system develop appropriately (Brazelton & Greenspan, 2001, p. 1) and play a crucial role in promoting healthy social-emotional growth (Chazan-Cohen, Jerald, & Stark, 2001, p. 7; Cohen & Kaufmann, 2000; Greenspan, 1992). Assuring the emotional health of infants/toddlers and their families addresses the first step for school readiness and assists families in being supportive teachers for their young children (Chazan-Cohen, Jerald, & Stark, 2001).

- Early care and education programs must use research-based, recommended practices.

  Experiences that match the child's knowledge and skill level, yet are somewhat challenging, help a child develop positive attitudes and at the same time promote the acquisition of new learning. Recommended practices in early care and education are based on (1) knowledge about child development and learning, which permits general predictions within an age range about what experiences and activities will be interesting and achievable, yet challenging, for a child; (2) knowledge about the strengths, needs, and interests of a particular child, in order to adapt for individual variation; and (3) knowledge about the social and cultural contexts in which a child lives, to ensure that experiences are meaningful, relevant, and respectful (NAEYC, 1997, p. 9). Since young children learn by doing, they need many and varied opportunities to explore and experiment, but also need active, skilled, adult involvement to guide and expand on their play. Children are capable and competent, and through play experiences that are

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planned to be appropriate for their age and skill level, they constantly refine their knowledge and skill development.[1]

- The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes.
  Young children's development is strongly interconnected, with outcomes in one area relying on development in other areas (Kendall, 2003). Development in one domain (motor, social-emotional, cognitive, communication) can limit or facilitate development in others. For example, when babies crawl and walk, they expand their ability to explore, which positively affects cognition. Skills or lack of skills in social interaction can support or impede language development and vice versa. Early care and education professionals who are well trained will facilitate these interrelationships by organizing learning experiences and helping children make connections across domains (NAEYC, 1997, p. 10).
- The individual developmental needs of children must be addressed.
  Each child is a unique person with an individual personality, learning style, and experiential background. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time. Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care and education professionals to individualize experiences, activities, the environment, and materials to meet each child's developmental needs (NAEYC, 1996, p.10), including those with developmental delays or specific disabilities. Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation (NAEYC & NAECS/SDE, 2002, p.6; State of Texas, 2002); this applies to children with special needs as well as those who are developing more typically.
- Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality early childhood programs.
  The various contexts of a child's world—the family, care and educational settings, community, and society—all have an impact on a child's development (Bronfenbrenner, 1993; NAEYC, 1997, p. 12). Despite the relatively predictable sequences of growth in children during the early childhood years that research indicates (Piaget, 1952; Erikson, 1963; NAEYC, 1997, p. 10), a child's culture impacts and shapes individual development. Early care and education professionals must recognize the influence of socio-cultural context on learning and encourage the variety of ways in which children demonstrate their developmental achievements (NAEYC, 1997, p. 12).

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[1] For more complete information on recommended practices for early care and education programs, see the NAEYC Position Statement in the appendix (Section V).

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- The quality of early care and education programs impacts short- and long-term outcomes for children.

  High quality early care and education programs are the foundation for an expectation of high level outcomes for young children. Research has shown that children participating in quality early care and education programs demonstrate better math and language skills, possess increased attention and social skills, and have fewer behavioral problems in elementary school than other children (Barnett, 1995, p. 35; Campbell & Ramey, 1994; Children's Defense Fund, 2002; National Institute of Child Health and Human Development, 2001, as cited in ECS, 2001, p. 7; Peisner-Feinberg, et.al., 2001; Quality Counts, 2002; SREB, 2001, p. 13-14). Results are even more significant for at-risk children (Campbell & Ramey, 1994; Children's Defense Fund, 2002; Leseman, 2002; Peisner-Feinberg, et.al., 2001). Children also are less likely to be held back a grade or be placed in special education programs in school (Children's Defense Fund, 2002; Barnett, 1995, p. 40) if they have participated in high quality early care and education programs.

  Other studies, such as the North Carolina Abecedarian Project, the High/Scope Perry Preschool Project, and the Chicago Child-Parent Centers (as cited in ECS, 2001, pp. 6-7, and SREB, 2001, pp. 2, 4) show the long-term effects of enriched, high-quality early care and education programs. Follow-up reports (when children reached their twenties) showed the following benefits for program participants as compared to control groups:

  - higher graduation rate from high school
  - higher rate of attendance at a four-year college
  - older when the first child was born
  - higher monthly earnings
  - significantly fewer incidences of exhibiting abuse and neglect
  - fewer incidences of chronic delinquency, fewer arrests, and fewer reports of having been on public assistance (Barnett, 1995, p. 40; ECS, 2001; Reynolds & Robertson, 2003; Yoshikawa, 1995).

In light of this research, it is important to note that *Kentucky's Early Childhood Standards* is to be used in concert with environmental standards as a way to improve the overall quality of early care and education programs within the state and ultimately result in positive outcomes for all young children.

Purpose and Use of Document

Kentucky's Early Childhood Standards was designed to reflect the range of developmental abilities typical of young children at different ages and to represent the expectations for the skills and levels of knowledge that children are able to achieve. The document is not a comprehensive list of every skill or piece of knowledge that a particular child may exhibit. Rather, the critical knowledge and skills learned in the early years are included. The content for learning established here is intended to support parents and early care and education professionals in planning experiences to promote

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either a particular child's or a group of children's progress towards achieving the next level of development.

The document is **not** intended to serve as a curriculum guide or as an assessment tool of children's performance.

Assessment of children requires not only the use of tools, such as checklists and questionnaires, but also observations, talking with parents and caregivers, and reviewing previous records. Assessment involves gathering information from a variety of sources in order to plan a program for an individual child or for a group of children.

An early childhood curriculum generally is based on a philosophy of how children learn; thus, it contains both content, i.e., what the children should learn, and method, i.e., how to teach the content (e.g., Montessori or High/Scope).

This document is not designed to accomplish either of those ends. It is not a detailed listing all skills and knowledge that children exhibit in their developmental progress; neither does it propose a method for teaching children particular knowledge or skills. The selection of procedures and tools for assessment and of methods for planning and providing activities and experiences is left to the discretion of parents and early care and education professionals, since there is a multitude of ways in which these can be accomplished.

Kentucky's Early Childhood Standards does address the standards for children's development--that is, the essential knowledge and competencies that children are to achieve at various ages. It may be used as a framework in the following ways:

- to ensure that assessment procedures cover all standards and benchmarks
- to assist in planning experiences that will promote children's progress towards achieving benchmarks, and
- to ensure that the activities, materials, and experiences provided for children address all items of the developmental continuum.

Organization of Document

Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards is organized into several sections. Following this Introduction, Section II provides a table which shows the linkages between the Standards for children birth to three years of age, the Standards for children ages three through four years of age, and the Program of Studies for public school kindergarten. This table will assist the reader in seeing how the skills and knowledge demonstrated at an early age provide the foundation for more complex skills at a later age. For example, the reader can see how eye contact and reciprocal smiling prepare an infant for more advanced social interactions as a preschooler or how grasping toys leads to holding a pencil and writing letters in kindergarten.

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Section III covers developmental domains for children birth to three years of age and includes the following areas:

- Creative Expression
- Communication
- Cognitive
- Motor
- Social Emotional.

Section IV addresses areas of development for children three and four years of age and includes:

- Arts and Humanities
- English/Language Arts (Early Literacy)
- Health Education (Health/Mental Wellness)
- Mathematics
- Science
- Physical Education (Gross and Fine Motor Skills)
- Social Studies

Each developmental area in Section III and Section IV is then organized into standards, benchmarks, a developmental continuum, and example behaviors. The working definitions that were used during the development of these sections, as given below, were taken from the work of Bodrova, Leong, Paynter, and Semenov (2000) at the Mid-Continent Regional Educational Laboratory (McREL) and from Purvis and Rous (2003).

Standard: A general statement that represents the information, skills, or both that a child should know or be able to do.

Benchmark: A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.

Developmental Continuum: A predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research.

Example Behaviors: Observable "samples" of what children might do as they demonstrate accomplishments at each level of the developmental continuum, but not a definitive list of how a child might demonstrate a specific accomplishment nor an exhaustive inventory.

The developmental continuum and example behaviors are meant as a general guide to help early care and education professionals and parents identify skills that are most likely to occur next in the continuum and to provide real examples that are useful to adults.

Kentucky's *Program of Studies for Kentucky Schools Grades Primary - 12* refers to the minimum content required of students at each grade level in the public schools. In *Kentucky's Early Childhood Standards* only the entry level experiences, i.e., the first of six developmental levels in each content area, are referenced. A complete copy of the *Program of Studies* may be obtained from the Kentucky Department of Education.

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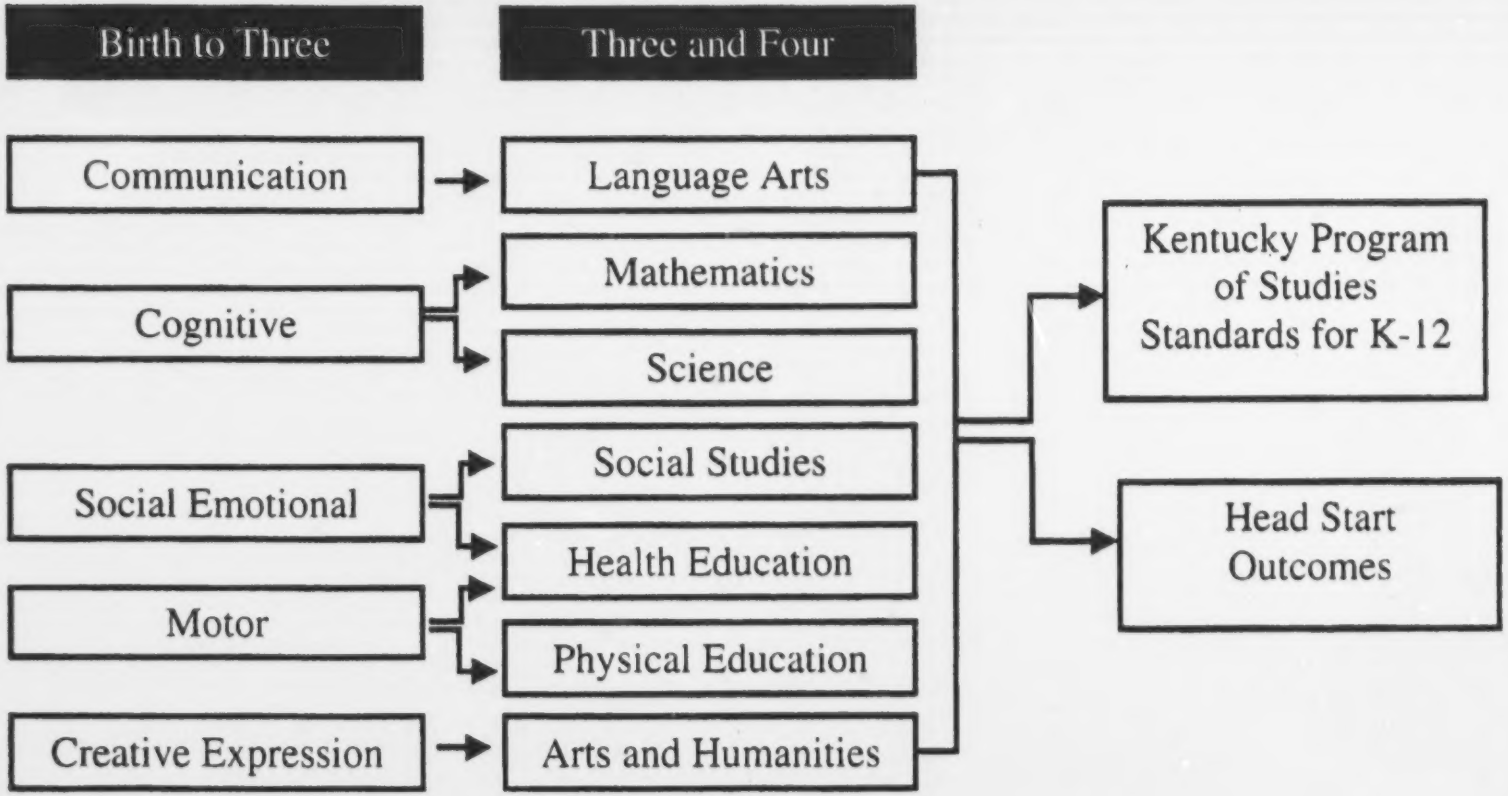
Overview of Standards

Section II

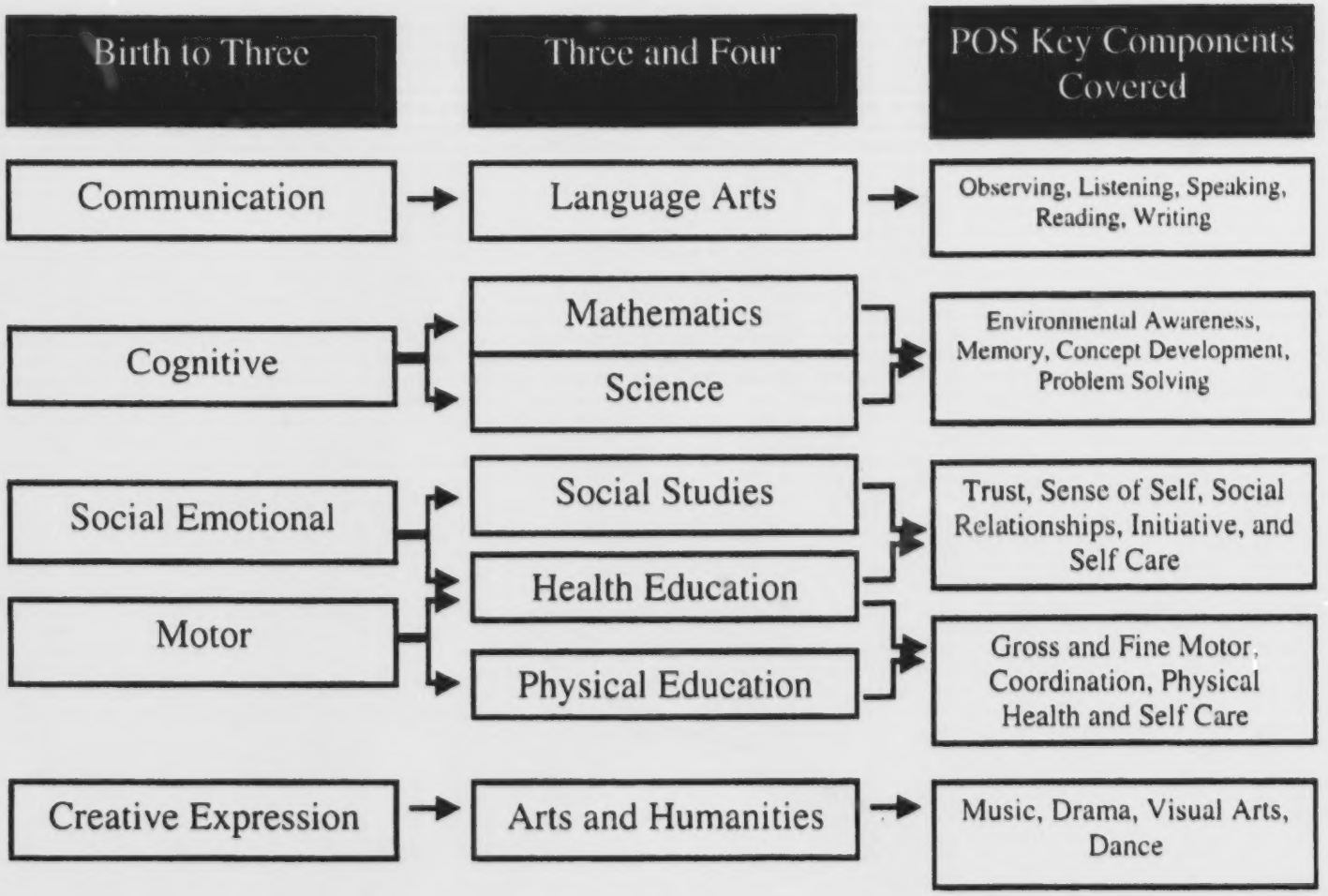
Overview

This section provides an overview of the standards and benchmarks for ages birth to three and for three through four years of age, showing the linkages of these benchmarks to the Entry Level Experiences for kindergarten children in the *Program of Studies for Kentucky Schools Grades Primary - 12* . (Entry Level Experiences are the first of six developmental levels in each content area defined in the *Program of Studies*. The *Program of Studies* specifies the minimum content required of students at each grade level.)

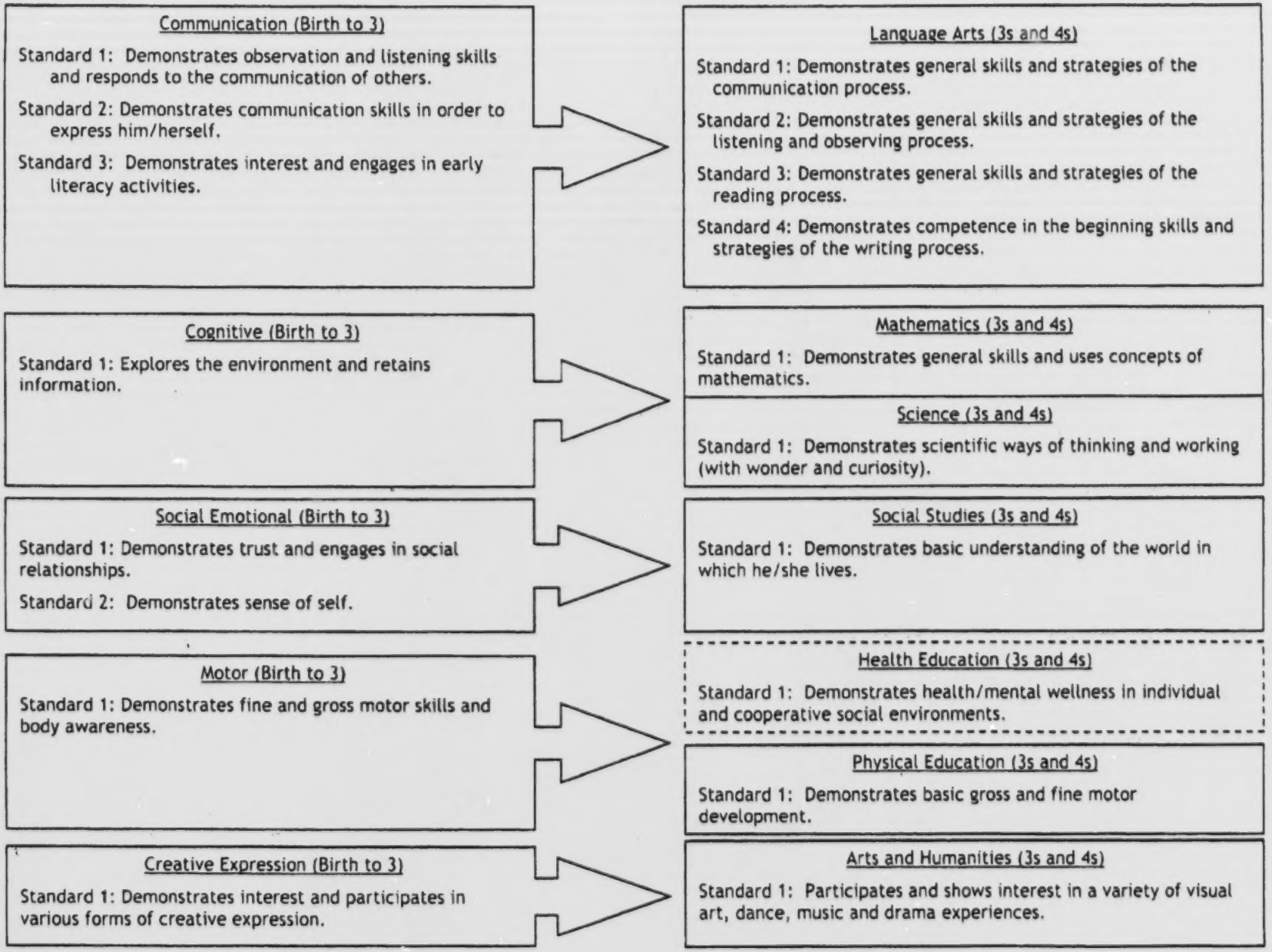
Linkages Across Standards



Key Components Covered Across Standards



ALIGNMENT OF STANDARDS


Communication (Birth to 3)
Standard 1: Demonstrates observation and listening skills and responds to the communication of others.
Standard 2: Demonstrates communication skills in order to express him/herself.
Standard 3: Demonstrates interest and engages in early literacy activities.
Language Arts (3s and 4s)
Standard 1: Demonstrates general skills and strategies of the communication process.
Standard 2: Demonstrates general skills and strategies of the listening and observing process.
Standard 3: Demonstrates general skills and strategies of the reading process.
Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.
Cognitive (Birth to 3)
Standard 1: Explores the environment and retains information.
Mathematics (3s and 4s)
Standard 1: Demonstrates general skills and uses concepts of mathematics.
Science (3s and 4s)
Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).
Social Emotional (Birth to 3)
Standard 1: Demonstrates trust and engages in social relationships.
Standard 2: Demonstrates sense of self.
Social Studies (3s and 4s)
Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Motor (Birth to 3)
Standard 1: Demonstrates fine and gross motor skills and body awareness.
Health Education (3s and 4s)
Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.
Physical Education (3s and 4s)
Standard 1: Demonstrates basic gross and fine motor development.
Creative Expression (Birth to 3)
Standard 1: Demonstrates interest and participates in various forms of creative expression.
Arts and Humanities (3s and 4s)
Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.

ALIGNMENT OF STANDARDS AND BENCHMARKS

COMMUNICATION (BIRTH TO 3)

Standard 1: Demonstrates observation and listening skills and responds to the communication of others.

Benchmark1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information.

Benchmark: 1.2: Responds to the verbal and nonverbal communication of others.

Standard 2: Demonstrates communication skills in order to express him/herself.

Benchmark 2.1: Engages in nonverbal communication for a variety of purposes.

Benchmark 2.2: Uses vocalizations and words for a variety of purposes.

Standard 3: Demonstrates interest and engages in early literacy activities.

Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.

Benchmark 3.2: Demonstrates interest and engagement in oral stories, songs, and rhymes.

LANGUAGE ARTS (3S AND 4S)

Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.1: Uses nonverbal communication for a variety of purposes.

Benchmark 1.2: Uses spoken language for a variety of purposes.

Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar.

Standard 2: Demonstrates general skills and strategies of the listening and observing process.

Benchmark 2.1: Engages in active listening in a variety of situations.

Benchmark 2.2: Observes to gain information and understanding.

Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment.

Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

Benchmark 3.3: Demonstrates knowledge of the alphabet.

Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

Benchmark 3.5: Draws meaning from pictures, print and text.

Benchmark 3.6: Tells and retells a story.

Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.1: Understands that the purpose of writing is communication.

Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.

Benchmark 4.3: Explores the physical aspects of writing.

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ALIGNMENT OF STANDARDS AND BENCHMARKS

COGNITIVE (BIRTH TO 3)

Standard 1: Explores the environment and retains information.

Benchmark 1.1: Demonstrates curiosity in the environment.
Benchmark 1.2: Responds to the environment.
Benchmark 1.3: Recalls information about the environment.
Benchmark 1.4: Recognizes characteristics of people and objects.

MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

Benchmark 1.1: Demonstrates an understanding of numbers and counting.
Benchmark 1.2: Recognizes and describes shapes and spatial relationships.
Benchmark 1.3: Uses the attributes of objects for comparison and patterning.
Benchmark 1.4: Measures and describes using nonstandard and standard units.

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Benchmark 1.1: Explores features of the environment through manipulation.
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration.
Benchmark 1.3: Uses a variety of tools to explore the environment.
Benchmark 1.4: Collects, describes and records information through a variety of means.
Benchmark 1.5: Makes and verifies predictions based on past experiences.

SOCIAL EMOTIONAL (BIRTH TO 3)

Standard 1: Demonstrates trust and engages in social relationships.

Benchmark 1.1: Shows attachments and emotional connection towards others.

Benchmark 1.2: Demonstrates desire to create relationships and understandings of these relationships with others.

Standard 2: Demonstrates sense of self.

Benchmark 2.1: Expresses and recognizes a variety of emotions.

Benchmark 2.2: Exhibits ability to control feelings and behavior and understands simple rules and limitations.

HEALTH EDUCATION (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmark 1.1: Shows social cooperation.

Benchmark 1.2: Applies social problem solving skills.

Benchmark 1.3: Exhibits independent behavior.

Benchmark 1.4: Shows a sense of purpose (future - hopefulness).

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.

Benchmark 1.1: Differentiates between events that happen in the past, present and future.

Benchmark 1.2: Uses environmental clues and tools to understand surroundings.

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Benchmark 1.4: Knows the need for rules within the home, school and community.

Benchmark 1.5: Understands the roles and relationships within his/her family.

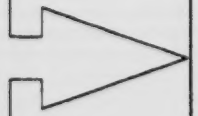
Benchmark 1.6: Knows that diversity exists in the world.

ALIGNMENT OF STANDARDS AND BENCHMARKS

CREATIVE EXPRESSION (BIRTH TO 3)

Standard 1: Demonstrates interest and participates in various forms of creative expression.

Benchmark 1.1: Enjoys and engages in visual arts.
Benchmark 1.2: Enjoys and engages in music.
Benchmark 1.3: Enjoys and engages in movement and dance.
Benchmark 1.4: Enjoys and engages in pretend play and drama.



Arts and Humanities (3s and 4s)

Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.

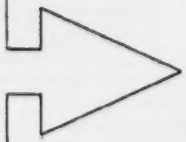
Benchmark 1.1: Develops skills in and appreciation of visual arts.
Benchmark 1.2: Develops skills in and appreciation of dance.
Benchmark 1.3: Develops skills in and appreciation of music.
Benchmark 1.4: Develops skills in and appreciation of drama.

ALIGNMENT OF STANDARDS AND BENCHMARKS

MOTOR (BIRTH TO 3)

Standard 1: Demonstrates fine and gross motor skills and body awareness.

Benchmark 1.1: Moves with purpose and coordination.
Benchmark 1.2: Demonstrates balance and coordination.
Benchmark 1.3: Exhibits eye-hand coordination.
Benchmark 1.4: Controls small muscles in hands.
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met.



HEALTH EDUCATION (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmark 1.1: Show social cooperation.
Benchmark 1.2: Applies social problem solving skills.
Benchmark 1.3: Exhibits independent behavior.
Benchmark 1.4: Show a sense of purpose (future - hopefulness).

PHYSICAL EDUCATION (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.

Benchmark 1.1: Moves through an environment with body control and balance.
Benchmark 1.2: Performs a variety of locomotor skills with control and balance.
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance.
Benchmark 1.4: Combines a sequence of several motor skills with control and balance.
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination.

Birth-to-Three

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Section III
Birth to Three Years of Age

Section III of *Kentucky's Early Childhood Standards* addresses standards and benchmarks for children birth to three years of age. Developmental areas include the following domains:

- creative expression,
- cognition,
- communication,
- motor development, and
- social-emotional development.

The developmental continuum for each domain is not aligned with particular ages of infants and toddlers, by design. The intent is that, through observation, the parent or early care and education professional will be aware of the individual child's current skill level in each area and will plan experiences that both challenge the child and at the same time promote the ability to succeed at the next developmental level.

The *Standards* document is not intended to be used as either an assessment tool or as a curriculum guide. It does not include detailed information about the skills and knowledge that infants and toddlers are to acquire, as most assessment tools do; neither does it recommend particular methods and activities for promoting a child's development, as most curriculums do. Rather, it presents the expectations of what children know and are able to do by the end of this age range, along with examples of how a child may exhibit mastery of each skill along the way. It is up to parents and early care and education professionals to determine what experiences a child is to have and how those experiences will be presented in order to promote development towards the next level.

Although each domain is presented separately, in reality, the development of skills in one area is related to and influences development in other areas. Parents and early care and education professionals must be aware of this and plan experiences that address growth and development in all domains and that also help integrate skill-building. Parents and professionals also must be aware that although development is sequential for all children, children are individuals and will progress at their own rate. This applies to all children, including children with disabilities.

Organization of Section III

Each developmental area of this section is organized into standards, benchmarks, a developmental continuum, and example behaviors. The column marked "Comments, Notes, Strategies" is for the use of early care and education professionals as they plan experiences to promote children's progress towards the next developmental level. Professionals are to keep confidentiality in mind and not use this column to make notes about individual children. The linkage of each benchmark in this section to a related benchmark in the next section for three- and four-year olds is noted at the bottom of each page.

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Cognitive

Cognitive Standard 1: Explores the environment and retains information
Benchmark 1.1: Demonstrates curiosity in the environment

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Uses senses to explore the environment.	1. Gabrielle looks at her hands as she lies on the floor. 2. Damion plays with feet, touching them and bringing them up to his mouth. 3. Lucy turns her head toward Dad upon hearing his familiar voice. 4. After her teacher hands her a rattle, Dani puts it in her mouth to chew. 5. Nell laughs as she splashes water with a toy boat.	
➢ Uses play to explore objects in the environment.	1. Willa continues to hit and kick at her toy to keep it in motion. 2. Martin drops the block when he is handed a doll. 3. Kirsten pretends to drink from cup. 4. Lucas enjoys repeating acts, for example: banging spoon on table. 5. Kelsie looks at two block towers and says one is "taller".	
➢ Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.	1. Milton shakes a rattle, stops, and then shakes again. 2. Carla swipes her hands and feet at a toy mobile. 3. Jillian looks intently at top of "jack-in-the-box" as the handle is turned by big brother. 4. Alberto drops his plate from high chair and looks down to floor where it hits. 5. Quanda says the room is "gonna be dark" before an adult flips the light switch. 6. Sam looks at his teacher before he pushes another child.	

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Cognitive Standard 1: Explores the environment and retains information Benchmark 1.1: Demonstrates curiosity in the environment		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Explores spatial relationships, shapes, and numbers.	1. Bailey puts a small ball in a bucket and takes it out when asked to do so. 2. Caitlyn fits some shapes into a foam board. 3. Lincoln walks around room saying "1,2,3". 4. Ballard plays with number magnets on the refrigerator. 5. Carlton points at number "2" and says "two" when reading a picture book with Dad.	

Three and Four Year Old Benchmarks Entry:
Science: Explores features of environment through manipulation; Makes and vervies predictions based on past experiences.
Mathematics: Demonstrates an understanding of numbers and counting; Recognizes and describes shapes and spatial relationships.

Cognitive Standard 1: Explores the environment and retains information Benchmark 1.2: Responds to the environment		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Observes and imitates behavior.	1. Lila opens her mouth when seeing Mom open her mouth to make sounds. 2. Kelso imitates waving bye-bye and playing peek-a-boo. 3. Joe smiles in response to being smiled at by his teacher. 4. Barnabus picks up the telephone and places it next to his ear and starts to "talk". 5. Lois pushes a chair up to the computer so that she can "work" with Mommy.	
➢ Shows interest in listening to and repeating sounds.	1. Beatrix turns toward familiar voices. 2. Lucille laughs when she hears Dad make puppy dog sounds. 3. Maggie makes cooing sounds, for example "aaah". 4. Justin says "ba-ba-ba" in response to teacher's babbling. 5. Jane names some everyday objects, for example: ball, baby, car. 6. Julie likes to listen to music and bounces to the beat.	
➢ Works toward an objective, may use tools or others in the environment to obtain.	1. Jeb walks toward favorite toy, then starts to crawl to get there faster. 2. Olive asks her teacher for help in reaching a cup. 3. Belinda hands a music box to adult to have them wind it up again. 4. Jeff uses a stool to reach the cracker on the counter.	

Three and Four Year Old Benchmarks Entry: Listening and Observing: Observes to gain information and understanding. Communicating: Uses spoken language for a variety of purposes. Health/Mental Wellness: Applies social problem solving skills.

Cognitive Standard 1: Explores the environment and retains information Benchmark 1.3: Recalls information about the environment		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Recognizes and shows preference for familiar people and things.	1. Bella turns towards her mother and smiles when her mother enters the room and talks to her. 2. Carson smiles and jabbers with his teacher, but turns head away when stranger speaks to him. 3. Ben smiles and laughs upon seeing the family pet. 4. Liz chooses "bear-bear" as a favorite toy with which to rest.	
➢ Locates an object that has been hidden from view.	1. Kindra can find a toy that is hidden under blanket if part of it is showing. 2. Susie reaches for the bottle after watching sister hide it under her blanket. 3. Kimberly retrieves a ball that has rolled behind couch. 4. Ken searches under two boxes to find his block.	
➢ Creates mental images of objects and people not in immediate environment.	1. Cindy asks for her favorite toy when it has been left at home. 2. Lucas asks for "mama" while with his teacher. 3. David looks for a toy truck in the same place it was found yesterday.	
➢ Exhibits a sense of personal routines.	1. Jess rocks himself before falling asleep. 2. Bertie jabbers to herself before falling asleep. 3. Tabitha can now follow her family's meal schedule and wait to eat with the rest of her family. 4. Marcus takes book to his teacher to read before nap time. 5. Jacob goes to a mat to rest after lunch.	

Three and Four Year Old Benchmarks Entry: Mathematics: Recognizes and describes shapes and spatial relationships.
Health/Mental Wellness: Exhibits independent behavior.

Cognitive Standard 1: Explores the environment and retains information
Benchmark 1.4: Recognizes characteristics of people and objects

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Identifies and investigates the physical qualities of living and nonliving things.	1. Sylvie recognizes a cup even when it is turned upside down. 2. Jules says "big dog" when he sees the neighbor walking the dog. 3. Katie describes the kitty as "soft" when she is petting him.	
➢ Categorizes objects based on physical or functional similarity.	1. Kevin calls both roses and petunias "flowers". 2. Larry says "blue car" and "red ball". 3. Vickie identifies adults as "grown-ups". 4. Kimmy places all of the blue blocks together.	
➢ Recognizes functional uses of items in the environment.	1. Simon pretends to drink from cup. 2. Olive puts a spoon in the bowl and pretends to eat by putting the spoon in her mouth. 3. Rick goes to his closet and tugs on vacuum when Dad says "It's time to vacuum the room". 4. Sharon picks up the brush to make the doll's hair "pretty". 5. Quint picks up the napkin to wipe his face. 6. Frank uses the remote control to turn on the TV.	
➢ Uses objects in realistic play - imitates the environment.	1. Rachel pushes a toy car and makes a motor noise. 2. Ron places a toy figure in a toy boat. 3. Olivia feeds her doll and covers it with blanket for nap. 4. Josh "hammers" on a toy workbench. 5. Gavin pretends a block is a car.	

Three and Four Year Old Benchmarks Entry: Mathematics: Uses the attributes of objects for comparison and patterning.
Listening and Observing: Observes to gain information and understanding.

Communication

Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others

Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Turns toward source of sound.	1. Christie turns her head in the direction of her mother's voice. 2. Charles looks towards the CD player when his brother turns it on. 3. Jimbo looks around for what is making the loud banging noise. 4. Maria looks out the window as the fire engine goes by.	
➢ Looks at speaker.	1. Raymond looks back at his father when he holds him and talks to him. 2. Louise looks at her mother's face as she nurses. 3. Jimmi pays close attention to the movement of his nanny's lips as she sings to him. 4. Natalie stares at her father's face as he uses an exaggerated voice while playing with her.	
➢ Prefers human voices.	1. Matilda hushes and listens as her grandfather speaks softly to her. 2. Scottie turns away from the radio and listens to his father's voice as he enters the room.	
➢ Establishes joint attention.	1. Clarissa looks at the mobile as her sister points to it. 2. Juan looks at the big book as his mother reads from the page. 3. Gracie looks at the ball when her teacher says, "See the ball?" 4. Tyree turns his head and smiles when his sitter says, "Here I am!"	

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Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Understands and responds to familiar words used by teachers.	1. When asked, "Where is Mommy?", Goshen looks in her direction. 2. When asked "Where is your blanket?", Mimi looks at it. 3. When asked, "Do you want to go bye-bye?" Tyrone responds with excitement.	
➢ Attends to and enjoys short stories, rhymes, fingerplays, and songs.	1. Hazel listens to her uncle read a short rhyming story at bedtime. 2. Tashika laughs as her father plays "Itsy, Bitsy Spider" with her. 3. Sujin raises her arms when her mom says "So big".	

Three and Four Year Old Benchmarks Entry: English/Language Arts: Observes to gain information and understanding; Engages in active listening in a variety of situations.

Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others

Benchmark 1.2: Responds to the verbal and nonverbal communication of others

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Responds to communication of others and to sounds in the environment.	1. Josie returns her teacher's smile. 2. Billy smiles when his father calls his name. 3. Jed smiles, kicks and turns his head when his mother comes near his crib and talks to him. 4. Jeremiah coos and gurgles when his teacher speaks to him. 5. Fritzi murmurs and sighs in response to the music that is playing on the radio.	
➢ Responds to others' expressions of emotion.	1. Craig brightens when his nanny smiles at him. 2. Vera looks away when her father closes his eyes. 3. Leanne turns away from her aunt's angry voice. 4. Benjamin repeats his squalling sound when the older children laugh at him.	
➢ Recognizes and responds appropriately to non-verbal signs.	1. Darren grabs onto his father when he's picked up. 2. Lila kicks her teacher's hands when her feet are tickled. 3. When Lee sees his bottle in his mom's hand, he opens his mouth.	
➢ Participates in turn-taking.	1. Carlyle imitates the smacking sound that his grandpa makes and then waits for grandpa to repeat it again. 2. LeMonge pulls the blanket off his face, attempts to put it on his mother's head, and waits for her to respond. 3. Brent plays "pat-a -cake" on request. 4. Juanita holds her arms up to show how big she is when asked to do so.	

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Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others Benchmark 1.2: Responds to the verbal and nonverbal communication of others		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Responds to gestures.	1. Nan waves "bye-bye" after her sister waves to her. 2. When his mother motions to him, Mickey crawls over to her. 3. When her teacher holds out her arms, Mischa extends her arms to be picked up.	
➢ Responds appropriately to simple requests or directions.	1. Camille hands her cup to her parent when asked to do so. 2. Xavier sits down when his teacher tells him to. 3. At the teacher's direction, Carmen gets the ball. 4. Joseph puts his banana peel in the trash can when told to do so.	
➢ Identifies familiar objects/persons/body parts on request.	1. Jason looks for his brother when his name is called. 2. When requested, Katie gets the truck from the shelf of toys. 3. Deidre points to her eyes, nose, and mouth when asked to do so. 4. Clayton points to his belly and shows his foot when requested.	
➢ Responds appropriately to several action words.	1. Jonathon pushes the wagon when his father says, "Push it hard." 2. Trisha puts the doll in the crib when mother says, "The baby wants to sleep." 3. Bailey gets a diaper from the stack when asked to do so.	
➢ Identifies objects, animals or persons in pictures/books, on request.	1. Joanie points to pictures of a house, car, cow, and tree on request while she and her mother look at a book. 2. Kevin points to the correct photo when asked to identify his grandparents and siblings. 3. Mary points to the blue ball.	
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Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others

Benchmark 1.2: Responds to the verbal and nonverbal communication of others

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Demonstrates understanding of several prepositions.	1. Marcia puts the blocks *in* the box at her mother's direction. 2. Gary puts the toy car *under* the table when his brother tells him to hide it there. 3. When asked by his teacher, Marcos puts the block in, on and under the box.	
➢ Demonstrates understanding of some personal pronouns.	1. Louis gives the ball to "me" when his father asks him to do so. 2. Henrietta points to "my" spoon on request. 3. Tracy shouts "my doll" when she see Sharon touch it.	
➢ Responds to questions.	1. When asked, "Where's Spot?", Roy points to the dog house. 2. When asked what he wants, Hernandez says, "cookie". 3. Olivia says "no" when asked if she wants a nap. 4. When asked, "Would you like more milk?" Cody gives his cup and says "Yes." 5. When father asks, "Does your knee hurt?" Marissa shows her knee and says "Fall down."	
➢ Demonstrates understanding of many vocabulary words.	1. Carrie knows the names of extended family members, home furnishings, and favored toys. 2. Matthew responds to several action words, such as run, walk, give, eat, drink, wash, sleep. 3. Sheila can name all common farm animals and five colors.	
➢ Demonstrates understanding of some complex sentences.	1. Jenny nods as mother tells her, "When we get to the store, we'll buy some orange juice." 2. Tommy finishes his lunch when his father says, "After you're done eating, we can go to the park."	

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Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others Benchmark 1.2: Responds to the verbal and nonverbal communication of others		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Understands and carries out 2-3 step directions.	1. Cassie gets the book from another room and brings it to the teacher when requested to do so. 2. Child brings the teddy bear and the baby doll to the teacher upon request. 3. Chanes throws away his napkin, brushes his teeth and uses the restroom as detailed on his schedule board.	
➢ Gains information from stories, rhymes, and songs being read/sung aloud.	1. Kim looks for and finds butterflies in her backyard after listening to a short book about them. 2. Myson pulls off his shirt as his teacher reads, *I Can Dress Myself*. 3. Taylor tells her mom "monkeys swing in trees" after singing a song about monkeys.	

Three and Four Year Old Benchmarks Entry: *English/Language Arts*: Uses non-verbal communication for a variety of purposes.

Communciation Standard 2: Demonstrates communication skills in order to express him/herself Benchmark 2.1: Engages in nonverbal communication for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Initiates communication by smiling and eye contact.	1. When Patty sees her mother come into her bedroom, she smiles and moves her arms and legs excitedly. 2. Royce looks at his grandpa from the playpen and smiles. 3. Haleigh looks across the room at her teacher and smiles.	
➢ Uses gestures and movements to express self.	1. Peyton throws himself backwards when his mother tries to put him into the tub for a bath. 2. Kayla puts her arms out to be picked up. 3. Jack smiles and waves to his dad from the window.	
➢ Uses movement or gesture to demonstrate understanding of vocalizations.	1. Dennis turns and gazes at Daddy when his mother says, "Where's Daddy?" 2. Harry turns his head and smiles when his uncle talks to him. 3. When her teacher asks, "Are you done with your juice?", Crystal hands her the empty cup. 4. Gayle points to her nose when asked, "Where's your nose?"	
➢ Uses gestures or movements to solicit attention to or to comment on object/environment.	1. Dakota tugs on his mother's skirt. 2. Melee holds up her bear and smiles while looking at her teacher. 3. Nena pulls her brother to the window to watch the bulldozer outside.	
➢ Uses eye contact, gestures, and/or movement to request item or assistance.	1. Lela looks at her mother and then at the bottle of juice. 2. Alisha pounds on the high chair when she wants more Cheerios. 3. Luke points to the toy car that he wants. 4. Georgette pulls her mother to the kitchen and pats the refrigerator. 5. Columbus takes the broken crayon to his teacher.	

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Communciation Standard 2: Demonstrates communication skills in order to express him/herself Benchmark 2.1: Engages in nonverbal communication for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses gestures to protest.	1. Sonya pushes her dad's hand away when he offers her a new food. 2. Tango shakes his head "no" when he's asked to finish eating his beans. 3. Natalie puts her hands in front of her face when here mom tries to clean her with a washcloth.	
➢ Uses gestures for greetings and conversational rituals.	1. Morris waves as his dad leaves. 2. Angelica runs to the door and smiles when her teacher arrives. 3. Marty asks her friend Maria to come with her by waving her hand in front of her body.	
➢ Uses gestures and vocalizes to indicate wants and needs.	1. Turner reaches toward the book and grunts. 2. Bela points to the milk and says, "Mmm." 3. Jason holds out his arms and cries *"mama"* when his mom comes to get him.	
➢ Uses movement or behavior to initiate interaction with a person, animal, or object.	1. Zoe knocks over the blocks and looks at her older sister. 2. Arthur puts the blanket on his head, pulls it off, and smiles broadly at his dad. 3. Gabriel offers a doll to her friend. 4. Tomas looks for his dog and throws the ball to it.	

Three and Four Year Old Benchmarks Entry: English/Language Arts: Uses non-verbal communication for a variety of purposes.

Communciation Standard 2: Demonstrates communication skills in order to express him/herself Benchmark 2.2: Uses vocalizations and words for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Varies pitch, length, and volume of vocalizations.	1. Miriam cries loudly when hungry or wet or tired. 2. Jay whimpers intermittently to get his teacher's attention. 3. Lowell jabbers softly and then more loudly as his mom changes his diaper. 4. Camille varies the pitch of her cooing as her mother sings to her.	
➢ Makes new sounds, both vowels and consonants.	1. Cain coos "aah" and "eeh." 2. Elizabeth says "babababa" in play. 3. Nancy says "dadada" when she see her daddy.	
➢ Squeals and laughs.	1. Joey squeals in delight as his grandfather lifts him up high above his head. 2. As her father tickles her, Camryn laughs. 3. Eli squeals loudly when he see his mom.	
➢ Engages in vocal play and turn-taking .	1. Susie babbles "dadadada" to herself. 2. Nate clicks his tongue after his mother does, then waits for her to repeat the sound, and clicks his tongue again. 3. Lindsey grunts when her father is still, so he will grunt and continue the horsey game.	
➢ Uses specific vocalizations that have meaning to primary caregivers.	1. Margarita calls "ma" when her mother walks out of the room. 2. Corky says "ba" for ball and "coo" for cookie. 3. Lee says "ba" when he sees his bottle.	
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Communciation Standard 2: Demonstrates communication skills in order to express him/herself Benchmark 2.2: Uses vocalizations and words for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses jargon with inflected patterns in conversational manner	1. Pepito jabbers in a quick, high-pitched tone to his teddy bear. 2. Kami "talks" to her doll in a soft, pleasant way. 3. Kerri carries on a "long conversation" with his teacher. The teacher understands he is telling her about his dog Barney.	
➢ Imitates environmental sounds during play.	1. Dodie says "Arf, arf" while playing with her toy animals. 2. Troy makes a chugging sound while pushing his small train. 3. Leila makes a sound like a fire engine as she runs around the playground.	
➢ Imitates sounds and words.	1. Louisa responds with similar sounds when asked, "Can you say 'bubbles'?" 2. Leslie repeats "cook" after her grandmother says "cookie" while handing her one. 3. When her father labels a goat for Margo, she says "Goat?"	
➢ Attempts to repeat rhymes and repetitive speech sounds.	1. When his teacher asks Malcolm to sing with her, he chants, "Bi-bay" for "Rock-A-Bye, Baby." 2. Jericho repeats "dock" and 'clock", as his teacher says the nursery rhyme, "Hickory, Dickory, Dock." 3. Mandy sings "Eeee, oooh", as her sister sings "Old McDonald Had a Farm."	
➢ Uses single words to express wants and needs, seek attention, protest, comment on objects/actions, answer questions, or offer greetings.	1. Barbara says "Open", while giving the box to an adult. 2. Max says "sleep" as he looks at a picture of a person in bed. 3. Cisco waves and says, "Bye, bye" to his grandpa.	

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Communciation Standard 2: Demonstrates communication skills in order to express him/herself Benchmark 2.2: Uses vocalizations and words for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Names several objects or persons on request.	1. Kendall names a spoon, cup, and ball when asked, "What's this?" 2. Brantley names his family members that are in the room. 3. When asked which animal was in the book, Jane answered "cow".	
➢ Identifies items or people in pictures/photographs.	1. When shown a picture and asked, "What's this?" Xavier names a dog, shoe, and house. 2. Vivian names "Nana" and "Papa" while looking at a photo album. 3. Sarah says, "that's me" when she looks at her photograph.	
➢ Uses many words.	1. Madison can name several family members, household items, and animals. 2. Benjamin asks for toys and food items by name.	
➢ Refers to self by name.	1. When his teacher says, "Who's that playing in the sand?", Johnny says his name. 2. When her mother asks, "Who's that in the mirror?", Tamika names herself. 3. When asked, "What's your name?", Margaret says Katherine Margaret.	
➢ Uses phrases or short sentences.	1. Paul says, "Daddy bye." 2. Karen requests, "Push Karen." 3. Sammy asks "what's that?"	
➢ Uses pronouns to refer to self or others.	1. When father asks, "Is that my shoe?" and points to the child's shoe, Celeste says, "Mine." 2. Susie says "me get it". 3. Cal yells "mine" as he grabs his cup from the table.	
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Communciation Standard 2: Demonstrates communication skills in order to express him/herself Benchmark 2.2: Uses vocalizations and words for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Verbalizations are understandable to primary teachers most of the time.	1. Her teacher understands Venita when she expresses herself in noun-noun or noun-verb format (e.g., "Veni bottle" or "Sing Bingo"). 2. Theresa talks with her mother about clothing during dressing, e.g., "my shoe."	
➢ Recites phrases from familiar stories and rhymes or participates in singing/sings phrases from familiar songs.	1. Chad repeats a phrase from his favorite story: "swallowed a fly!" 2. Tamora sings phrases from "B-I-N-G-O" with her teacher. 3. Toby sings" Old McDonald" on the way to the playground.	
➢ Talks about people or objects within view or absent.	1. Roland describes what his sibling is doing: "Sally eating." 2. Audra says, "Daddy home?" 3. Cameron names foods that he wants for lunch.	
➢ Recalls and talks about familiar characters and events.	1. On Saturday, Billy says "I go to school" 2. Jerry tells his teacher what he ate for breakfast. 3. Lois says her favorite character is Blues Clues.	
➢ Plays with words.	1. Milo says, "banana, baneenee." 2. Gretchen calls her father by her mother's name and laughs. 3. Maisie laughed and smiles at her friend Lacey. She said, "Lacey is willy".	
➢ Uses complex 2-3 syllable words meaningfully.	1. Roger says he lives in a "partment" (apartment). 2. When mother asks where her sister is, Clarissa says, "garage." 3. While looking at the orange juice, Kathleen says, "it licious (delicious)".	

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Communciation Standard 2: Demonstrates communication skills in order to express him/herself Benchmark 2.2: Uses vocalizations and words for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Carries on conversation with adult.	1. Renee tells her teacher she is going to grandma's house. She continues the conversation for three exchanges before going off to play dolls. 2. Justin tells his mother he wants to see the train book. As she reads the book, Justin asks questions and points out different features of trains.	
➢ Uses plurals.	1. Jonnie tells his friend he has a lot of trucks. 2. Ophelia says to her dad, "I'm eating all the cookies." 3. Brennen says, "two boys" as he looks at pictures in a book.	
➢ Uses 3-4 word sentences.	1. Marty says, "Give me the car!" 2. Calusa tells her mother, "Me go to Donald's". 3. Sally said, "Me baby go home".	
➢ Gives full name on request.	1. When the teacher asks the new child what his name is, he says, "Joey Smith." 2. When asked her name, Susan replies, "Susan Ann Browning".	
➢ Relates experiences using short sentences.	1. When his dad comes home, Brant tells him, "I played on the swing. Mom pushed me. And I went down the slide." 2. Jill told her teacher, "I get haircut" when she got to school. 3. Anne said, "I paint with red" when describing her artwork.	
➢ Asks questions beginning with what, where, when.	1. Corey asks, "Where's my shoe?" 2. Belinda wants to know, "When is Daddy coming home?"	

Three and Four Year Old Benchmarks Entry: English/Language Arts: Uses spoken language for a variety of purposes. Speaks with increasing clarity and use of conventional grammar. Tells and retells a story.

Communciation Standard 3: Demonstrates interest and engages in early literacy activities Benchmark 3.1: Demonstrates interest and engagement in print literacy materials		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Looks at pictures and photos briefly.	1. Beth looks at an illustration or photograph when she is brought near it. 2. Dan looks at a picture in a book briefly as the teacher holds it. 3. Katie looks at the photo album while her teacher holds her.	
➢ Attends to and/or makes contact with age-appropriate book, when presented.	1. Kirsten waves her arms and reaches for the book when she recognizes it. 2. Bo reaches towards the picture book that his mother is holding for him to see. 3. Seth sits comfortably on his dad's lap and looks at the pictures as his father turns the pages in the board book.	
➢ Manipulates chubby or cloth book.	1. Hosea opens and closes a book repeatedly. 2. Nada helps her teacher turn the pages as they look at the pictures in the book. 3. Darla opens the book and brings it to her mouth.	
➢ Shows interest as age-appropriate book is read aloud.	1. Ilene sits close to her mother for 10 minutes while listening to and looking at the books being read aloud. 2. Pepito hands a book to his teacher to read. 3. Shawn gestures and babbles as one of his favorite books is being read.	
➢ Turns pages awkwardly by him/herself.	1. Josephine turns the pages of a book 2 or 3 at a time, while looking at it. 2. Leonard turns the pages of Brown Bear, Brown Bear while holding the book upside down.	
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Communciation Standard 3: Demonstrates interest and engages in early literacy activities Benchmark 3.1: Demonstrates interest and engagement in print literacy materials		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Attempts to position pictures in book right side up.	1. Rudy rotates the book when looking at a picture of a clown standing on his head. 2. Charlene tilts her head to see the pictures in an inverted book.	
➢ Selects book for teacher to read.	1. Domingo chooses between the two books that his teacher offers before naptime. 2. Edie spontaneously brings a book from the shelf for her father to read. 3. Harm chooses a book about construction for his teacher to read.	
➢ Anticipates/recalls text of a known story.	1. Frankie laughs when his dad reads the text of a familiar book incorrectly. 2. Janine supplies the missing words when her mother pauses in the story.	
➢ Requests a favorite book to be read again.	1. Mark says, "Again", after the last word of the story is read. 2. After her dad finishes the book, Chloe turns the book to the front cover and opens it again. 3. When asked which book he wants to hear, John says, "Mouse story again".	
➢ Shows increased attention span for listening to stories.	1. Martha listens to several chubby books that are read at one sitting. 2. Jesse can listen to longer stories at bedtime. 3. Zachary listened to Goodnight Moon two times.	
➢ Grasps fat crayon/marker/other tool and scribbles on paper.	1. Hannah "stabs" at the paper with a crayon, observing the results. 2. Ian scribbles circles and lines with a marker. 3. Quinn uses chalk at the easel.	
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Communciation Standard 3: Demonstrates interest and engages in early literacy activities Benchmark 3.1: Demonstrates interest and engagement in print literacy materials		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Shows increasing skills in book handling and print directionality.	1. Kami holds the book right side up and turns the pages one at a time. 2. Samuel picks up the book and turns it right side up before showing the pictures to a baby doll. 3. Aleda looks at the pictures in her favorite book, beginning at the first page and progressing to the back.	
➢ Recalls specific people, actions and activities in stories.	1. Zula remembers what a character does in a familiar story and says, "Spot puts the baby in the tub!" 2. William claps his hands like the character Cuddles did in the book. 3. Alison asks" Where the bear?" and hands her teacher a book about bears.	
➢ Notices that there are both print and pictures on a page.	1. Ray alternates glances from the picture to the print on the page as his teacher points to the print while reading aloud. 2. Ginny points to both pictures and print on each page as she looks at books by herself.	
➢ Makes lines and shapes with a variety of writing tools to represent objects.	1. Cornett paints lines on a large paper shape. 2. Ashton makes circles with a crayon. 3. Jeffers makes a circular shape with a pencil and calls it an apple. 4. Miriam makes squiggles on a piece of paper while telling a story.	

Three and Four Year Old Benchmarks Entry: English/Language Arts: Listens and responds to reading materials with interest and enjoyment. Shows interest and understanding of the basic concepts and conventions of print. Draws meaning from pictures, print, and text. Produces marks, pictures, and symbols that represent print and ideas.

Communciation Standard 3: Demonstrates interest and engages in early literacy activities Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Shows preference to human voice.	1. Emily quiets when she hears her mom's voice. 2. Chanie turns toward his sister's singing. 3. Kiera turns away from her mobile to find her mother's voice.	
➢ Attends and responds to hearing a story, rhyme or song.	1. When her mother plays a familiar song, Josie stops her activity to listen. 2. Pedro's eyes brighten when his teacher recites a familiar nursery rhyme. 3. Carlisle sways to the "Rock a bye-baby" rhyme. 4. When his father sing-songs a familiar song, Jacob responds with rhythmic babbling and motions.	
➢ Participates in word games or fingerplays.	1. During the "Open, Shut Them" fingerplay, Brenda claps her hands, wiggles her fingers and touches her chin. 2. When given a Humpty Dumpty toy, Dean says, "Humpty Dumpty sat on a wall!" 3. The children in Ms. Laura's class sign to The More We Get Together.	
➢ Sings or joins in on a specific story, rhyme or song.	1. As teacher reads *Goodnight Moon*, Mona repeats "Guh night" each time it occurs in the story. 2. Gerard sings "All fall down!" with the rest of the toddlers in the room. 3. Wiy sits by her teacher and sings, "Who Came to School Today."	
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Communciation Standard 3: Demonstrates interest and engages in early literacy activities Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Repeats phrases from predictable, repetitive stories.	1. Carrie repeats, "Brown bear, brown bear, what do you see?" 2. Henry finishes the phrases as teacher reads: "Hickory, dickory, _____. The mouse ran up the _____." 3. Callie sings "A,B, C, D, E" as she plays in the block area.	
➢ Asks to hear a specific story, rhyme or song.	1. At naptime, Sydney says, "Get I Spy," then goes to the book corner and brings back the book *I Spy* to look at on her cot. 2. Mary signs "more" after playing "Ring Around the Rosie" with her friends.	
➢ Creates partial songs and rhymes	1. Marty makes up words to a sing-song tune while playing. 2. Betsy suggests a new action when the teacher asks, "What else could we do if we're happy?" 3. Billy sings, "Billy, Billy Bo Dilly, Banan, nana no fana...."	

Three and Four Year Old Benchmarks Entry: English/Language Arts: Listens and responds to reading materials with interest and enjoyment. Demonstrates emergent phonemic/phonological awareness. Tells and retells a story.

Creative Expression

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression Benchmark 1.1: Enjoys and engages in visual arts		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Attends to bright and/or contrasting colors.	1. Chrissy looks intently at the red and white toy that her mother holds in front of her. 2. John stares at the black and white checkered pattern on his mobile. 3. The children stare at the large yellow sun their teacher hung from the ceiling.	
➢ Attends to the facial expressions of teachers.	1. Jamie looks intently at her father as he talks to her. 2. Quinn smiles in response to his teacher's smile.	
➢ Gazes at pictures, photographs, and mirror images.	1. Cilantra enjoys looking at the cats in her picture book. 2. Mickey touches the image of his father in the mirror. 3. Jack looks at his family picture on the classroom wall.	
➢ Shows preferences for favorite colors.	1. Katie always picks the red lollipop. 2. Andy likes to mark with the purple crayon. 3. Julie insists on wearing the red shoes from the dramatic play area each day.	
➢ Uses various materials in exploring and creating visual art.	1. Kara fingerpaints with water on colored paper. 2. Manny tears paper into small pieces. 3. Macy squeezes the playdough through her fingers and then makes a ball. 4. Cindi uses sidewalk chalk to scribble on the driveway.	
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Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression Benchmark 1.1: Enjoys and engages in visual arts		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses a variety of materials to create a product.	1. Monica draws a picture that she describes as the people in her family. 2. Jeff builds a tower with the large blocks. 3. Todd sticks pieces of gummed paper onto a plate for a collage.	
➢ Observes and describes visual art.	1. Derek looks at a photograph of a Native American in ritualistic dress and says, "He has feathers on his head." 2. Jenny says there are big boats in a nautical painting. 3. Milly draws a big circle on her paper and tells her teacher "I drew a ball".	

Three and Four Year Old Benchmarks Entry: Arts and Humanities: Develops skills in and appreciation of visual arts.

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression

Benchmark 1.2: Enjoys and engages in music

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Responds to sounds, tones, and voices.	1. Sydney quiets when her older sister starts the lullabies on the CD player. 2. Jarrard moves his arms and legs excitedly when he hears his grandpa's gruff voice on the other side of the room. 3. Ricki turns his head toward his mothers singing.	
➢ Responds to music.	1. Jason moves his arms when music is playing. 2. Lela "sings" while her day care provider chants a nursery rhyme. 3. Jack and Luey immediately stop playing with blocks when they hear their teacher start to sing "Let's all come to circle time".	
➢ Enjoys rhythms and songs.	1. Kent beats on the small drum while the music is playing. 2. Mary moves to music, holding hands with her teacher. 3. Sammy sways to the music on the tape player.	
➢ Prefers specific kinds of music and rhythms.	1. Ophelia moves her body to marching band music. 2. Massey claps every time he hears a loud drum beat. 3. Kate asks her mom for the Wiggles tape.	
➢ Expresses joy through music.	1. Daniel laughs as he moves to the music that is playing on the radio. 2. Gracie uses her voice to make musical sounds. 3. Lynn twirls to her favorite song on a CD.	

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Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression Benchmark 1.2: Enjoys and engages in music		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
~ Prefers repetition of familiar songs and rhythmic patterns.	1. Alexis sings some of the words to "Old McDonald" with the other children. 2. Carlene tells her teacher that she wants to play "I'm a Little Tea Pot" again. 3. Harold chants the chorus of his favorite song throughout the day.	

Three and Four Year Old Benchmarks Entry: Arts and Humanities: Develops skills in and appreciation of music.

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression

Benchmark 1.3: Enjoys and engages in movement and dance

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Responds to touch and motion.	1. Angela quits crying when her grandma holds her upright against her shoulder and gently sways with her. 2. Ben coos when his dad bounces him gently on his hip. 3. Alice is happy as long as her teacher holds her in her lap.	
➢ Explores own hands and feet.	1. Melinda brings her hands together in front of her and plays with her fingers. 2. Olivia holds her foot and tries to bring it to her mouth. 3. Zachary stares intently at his hand while opening and closing his fist.	
➢ Reaches for and explores objects.	1. Holly bats at the mobile hanging over her crib. 2. Tyler grasps the toy car and mouths it. 3. Jace grabs the ball his mother is holding out to him.	
➢ Shows enjoyment for rhythmic patterns.	1. Tina smiles as she and her playmates at the child care center clap to the music. 2. Sam bounces up and down in time to the music. 3. Holly claps her hands on her lap during music time.	
➢ Enjoys moving to music.	1. Donneese continues to "dance" even after the teacher turns off the music. 2. Alice begins swaying to the music before she is invited into the dance circle. 3. John dances in his mother's arms when music comes on the radio.	

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Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression Benchmark 1.3: Enjoys and engages in movement and dance		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
- Exhibits an increased variety of movements to express self using different body parts.	1. Cami pretends to be a leaf blowing in the wind as "Falling Leaves" plays on the tape player. 2. Tashika stomps her feet when the music plays loudly and tiptoes quietly when the music is soft. 3. Michall flies like a bird when instructed by the teacher at circle time.	

Three and Four Year Old Benchmarks Entry: Arts and Humanities: Devlops skills in and appreciation of dance.

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression

Benchmark 1.4: Enjoys and engages in pretend play and drama

Developmental Continuum	Example Behavior	Comments, Notes, Strategies
➢ Uses facial expressions and gestures to express feelings and needs.	1. Sam smiles when his mother makes an exaggerated face at him. 2. Lola kicks against her father's stomach when she doesn't want her diaper changed. 3. Bret turns his head and pushes the cloth away when his mom tries to clean his face after lunch.	
➢ Imitates sounds, facial expressions and gestures of another person.	1. When his father says "dadadada" to him, Carlyle says it back. 2. Janine sticks out her tongue after her older brother sticks his out.	
➢ Imitates the actions of other persons.	1. Susie puts a comb to her head while she watches her mother fix her own hair. 2. Kelly gives her doll a hug. 3. Ardis puts on an apron and pretends to cook while watching her mother in the kitchen.	
➢ Imitates sounds or actions of an animal or object.	1. John says "Rrrr, rrrr" while pushing the cement truck. 2. Alicia pretends to move like a cat when she sees a picture of her cat.	
➢ Identifies favorite characters.	1. Tonya chooses to watch Blues Clues. 2. Joseph puts all his Beanie Babies on his bed for naptime. 3. While reading a book, Charlie names fire fighters, police officers, doctors and nurses.	

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Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression Benchmark 1.4: Enjoys and engages in pretend play and drama		
Developmental Continuum	**Example Behavior**	**Comments, Notes, Strategies**
➢ Listens, repeats, and experiments with words on an increasing basis.	1. Mary chants, "Mimi, momo, mama." 2. Joey says, "Bingo, jingo, mingo." 3. Hannah talks in her mommy voice to her dolls in dramatic play.	
➢ Utilizes voice and body as a means of artistic expression.	1. Craig uses a gruff voice when he pretends to be the "big, bad wolf". 2. Susi forms her body into a ball when she is the "seed" and gets taller as her "plant" grows. 3. Alice repeats the words to the song after her teacher sings it at circle time.	
➢ Uses one object to represent another.	1. Jay builds a fence using tongue depressors. 2. Anna uses a stick as a magic wand when she plays "good fairy." 3. Billy uses a puppet to tell the story of "Goldilocks."	
➢ Engages in pretend play.	1. Clarissa picks up her mother's purse and pretends to go to the store. 2. Jason tells his playmates where to sit and announces he is the teacher.	

Three and Four Year Old Benchmarks Entry: Arts and Humanities: Develops skills in and appreciation of drama.

Motor

Motor Standard 1: Demonstrates fine and gross motor skills and body awareness Benchmark 1.1: Moves with purpose and coordination		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Reaches for object.	1. Sarah reaches for her pacifier. 2. Jose reaches for the toy his mother is holding.	
➢ Brings object to mouth.	1. Tommy brings his rattle to his mouth. 2. Sam grabs his mother's hair and tries to put it in his mouth 3. Steve grabs the paper and tries to mouth it.	
➢ Transfers objects from one hand to another.	1. Pete moves his pacifier from one hand to the other. 2. Kelly picks up two blocks. She moves one to her left hand and keeps the other in her right hand 3. Aujin moves the rattle to her left hand so she can pick up the toy car.	
➢ Rolls over.	1. When placed on her stomach, Amber rolls over to her back. 2. Lucy is on her back on the floor. Her sister puts a toy behind her and Lucy rolls to her stomach to reach for the toy. 3. Pedro rolls over and over to get to the toy butterfly his teacher is holding.	
➢ Crawls.	1. Kelly scoots on her stomach to get to Mom. She uses a crawling motion, alternating arms and legs. 2. Polly crawls on hands and knees to obtain toy rabbit. 3. Frank uses hands and legs to crawl up steps.	
➢ Uses furniture to raise or lower self to floor.	1. Crystal reaches for edge of coffee table to pull herself up to stand. 2. Lawrence holds onto couch while lowering to sitting from standing.	
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Motor Standard 1: Demonstrates fine and gross motor skills and body awareness Benchmark 1.1: Moves with purpose and coordination		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Walks.	1. Lisa holds on to her Daddy's hands and walks across the room. 2. Carson walks from one piece of furniture to the next. 3. Lois walks to her teacher to be held.	
➢ Climbs low objects.	1. Carter climbs into the rocking chair using all fours. 2. Haley crawls up three steps. She sits on a step, then turns and backs down on hands and knees. 3. Michael holds adult's hand or the railing as he walks up stairs.	
➢ Pushes and pulls toys while walking.	1. Tony pushes a bubble popper on the sidewalk. 2. Carla pulls a small wagon. 3. Bill pulls the toy airplane as he walks.	
➢ Kicks ball forward.	1. As Alex walks by a ball on the playground, he stops and kicks it. 2. Marvin kicks the ball in the direction of his teacher. 3. Spenceer says to her mom, "Look, me kick" as she kicks the ball.	
➢ Walks up and down stairs placing both feet on each step.	1. Jessie walks up the steps, holding on to the rail tightly and placing each foot on the step before moving onto the next step. 2. Molly holds her teacher's hand as she walks down the stairs, placing her feet together on each step.	

Three and Four Year Old Benchmarks Entry: Physical Development: Moves through environment with body control and balance. Performs a variety of locomotor skills with control and balance.

Motor Standard 1: Demonstrates fine and gross motor skills and body awareness
Benchmark 1.2: Demonstrates balance and coordination

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Sits independently with balance.	1. Karen maintains sitting position while held in mother's lap. 2. Jose maintains a sitting position after being placed on the floor. 3. Laura sits on floor while pushing toy car in between her legs.	
➢ Stands without support.	1. Kiley lets go of table and remains upright (may wobble). 2. Pedro remains standing after Dad releases support of hand or finger. 3. Mannie moves his feet to a wide stance to prevent falling. 4. Lincoln can raise one foot to kick a large ball without falling.	
➢ Moves from sitting to standing using hands.	1. Chrissie rolls onto her side and uses hands for balance as she puts her legs into standing position. 2. Carl pushes on floor with hands to help himself get up.	
➢ Squats without falling.	1. Dotty squats to pick up a toy truck. 2. Lucy squats to look at other children inside a tunnel. 3. As teacher demonstrates deep knee bends, Marcy can squat down and stand up again without falling.	

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Motor Standard 1: Demonstrates fine and gross motor skills and body awareness Benchmark 1.2: Demonstrates balance and coordination		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Runs.	1. Lynn runs across the room, moving from side to side. 2. Joseph runs moving his upper body along with his lower body. 3. Stephen runs smoothly across the playground.	
➢ Throws object while standing.	1. Sukie throws a large playground ball to the floor in front of her. 2. Pam throws a bean bag into the basket on the floor. 3. Lola throws a ball in her teacher's direction.	

Three and Four Year Old Benchmarks Entry: Physical Development: Performs a variety of non-locomotor skills with control and balance.
Motor Standard 1: Demonstrates awareness of body and gains control over motor skills
Benchmark 1.3: Exhibits eye-hand coordination

Motor Standard 1: Demonstrates fine and gross motor skills and body awareness
Benchmark 1.3: Exhibits eye-hand coordination

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Reaches for objects.	1. When Mom extends a ball in front of Eric, he reaches up toward it. 2. Lanny reaches for a nearby rattle. 3. Colin reaches for a toy offered by his teacher.	
➢ Makes random marks on paper.	1. Laura swipes at the paper with her crayon. 2. Ben pounds the marker onto the paper his teacher taped to the table. 3. Joey moved the large crayon randomly across the paper.	
➢ Stacks and places objects.	1. Kiley puts one soft block on top of another. 2. Will can stack 4 blocks before they fall down. 3. Eunice works hard to put shapes into the sorting toy. 4. Paulo drops small blocks into a milk carton.	
➢ Makes controlled scribbles.	1. Henry covers his paper with lines and zig-zags. 2. Olivia draws circles over and over on her paper with a marker at the art table. 3. Shane's teacher gave him hand over hand assistance in using markers at art. Shane pushed the marker up and down the paper.	
➢ Attempts to catch and throw.	1. Curtis laughs as he tries to catch a lightly rolled or tossed ball. 2. Margaret extends both arms as she attempts to catch a large bounced ball. 3. Luke throws a ball but does not attempt to aim. 4. Jane throws a ball overhand with an attempt to aim and with limited distance.	

Three and Four Year Old Benchmarks Entry: Physical Development: Performs fine motor tasks using eye-hand coordination.

Motor Standard 1: Demonstrates fine and gross motor skills and body awareness Benchmark 1.4: Controls small muscles in hands		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Grasps and releases objects.	1. Quint grasps a finger or rattle when placed into his palm. 2. Louey repeatedly drops a toy from bed or high chair. 3. Holly picks up a spoon and drops it onto table. 4. When the teacher offers Kyle a drink, he intentionally drops a toy to reach for it.	
➢ Passes objects from one hand to the other and changes position of objects within their hands.	1. Millicent holds a rattle in one hand and passes it to her other hand. 2. Mike picks up finger food with one hand and passes it to the other before putting into his mouth. 3. Whitney turns a puzzle piece (may use both hands) to fit it in place.	
➢ Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.	1. Melvin picks up Cheerios using his whole fist. Jill can pick up cheerios using her finger and thumb to grasp. 2. Matthew holds marker with thumb and fingers, rather than his fist. He makes vertical, horizontal and circular strokes while drawing. 3. Lincoln can unbutton large buttons and pull down zippers.	

Three and Four Year Old Benchmarks Entry: Physical Development: Performs fine motor tasks using eye-hand coordination.

Motor Standard 1: Demonstrates fine and gross motor skills and body awareness
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Verbally or physically asks for food or drink.	1. Megan knows it is time to feed Jessica because she recognizes her cry. 2. When the teacher brings the bottle into the room, Billy reaches up with his hands. 3. When Kevin is thirsty, he reaches toward the counter and says "dink" (drink). 4. Manuel pulls a stool to the sink to drink out of the faucet.	
➢ Assists in feeding routines.	1. Maggie holds the bottle and finger feeds herself. 2. Lori uses her fingers to push food onto spoon, then raises it to her mouth. 3. When asked to help, Carson puts a napkin at each place on the table.	
➢ Follows familiar sleep routines.	1. Kathy is crying, but calms down as her teacher rocks her. She soon falls asleep. 2. Buster rubs his eyes, reaches for Mommy and curls up on her shoulder. 3. Nina asks her teacher to pat her back at nap time. 4. Kevin finds a favorite snuggle toy and wanders to Daddy's lap for a bedtime story. 5. When cots/mats are put out, Elisa looks for her favorite toy or blanket and moves to sleep area.	
➢ Seeks assistance with diapering/toileting.	1. Marvin gains adult attention by fussing when his diaper is dirty or wet. 2. Marta rushes to the bathroom, but she still has accidents. 3. Connor pulls down his pants (may need assistance) and sits. He needs assistance when wiping.	

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Motor Standard 1: Demonstrates fine and gross motor skills and body awareness Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Participates in dressing routines.	1. Midge raises her bottom to help get the diaper out from under her body. 2. Justin holds arm out for Mom to put on shirt. 3. Trisha puts on socks.	
➢ Participates in routines to maintain hygiene.	1. After changing her diaper, the teacher takes Wilma to the sink. Wilma holds her hands toward the water for washing. 2. Mark climbs up the low steps and gets soap from the dispenser to wash his hands.	

Three and Four Year Old Benchmarks Entry: Health/Mental Wellness: Exhibits independent behavior.

Social / Emotional

Social Emotional Standard 1: Demonstrates trust and engages in social relationships Benchmark 1.1: Shows attachments and emotional connection towards others		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Responds to being held.	1. Elisa is crying in her crib. When a teacher picks her up, she calms down. 2. While being held, Mona relaxes her body and cuddles in her teacher's arms. 3. Abe holds up arms to an adult when he wants to be picked up.	
➢ Uses eye contact to establish, maintain, and discontinue interactions.	1. A teacher is holding and talking to Denise. Denise keeps eye contact and is content to look at teachers face. 2. Mother talks to Luis while changing his diaper. After a few minutes, he turns his head to look away.	
➢ Recognizes familiar faces.	1. Wade will respond by smiling when his dad is looking at him and talking. 2. Kara smiles when her parent enters the room. 3. While teacher is holding Wanda, a visitor (stranger) comes into the room. She leans to talk to Wanda who turns her head away.	
➢ Exhibits separation anxiety.	1. Kai cries and reaches for Mom as she leaves him to go to work. 2. Carson clings to his teacher when an unfamiliar adult holds out their arms to pick him up. 3. While exploring, Leonard loses sight of his teacher and gets upset. 4. Katie may cry when Dad drops her off at child care, but she is easily calmed when a familiar teacher speaks to her.	
Continued on next page		

Social Emotional Standard 1: Demonstrates trust and engages in social relationships Benchmark 1.1: Shows attachments and emotional connection towards others		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
~ Use familiar adults as a base for exploration and for "emotional refueling".	1. Ebony is playing on floor with pots and pans. She crawls over to be by Mom when another adult enters the room. 2. As Evan is playing on floor, he keeps looking back to make sure teacher is still sitting behind him. 3. Kristen will be friendly with strange adult, but she wants familiar teacher close by. 4. Edith will seek out primary teacher when hurt. 5. When Bart becomes tired, he climbs up into teacher's lap and sucks his thumb.	
~ Shows concern for others and recognizes others needs.	1. Kaiser stops building blocks to watch another child crying. 2. Michelle pats another child who has fallen down and is crying. 3. Marcus covers a baby doll with a blanket and rocks it in his arms.	

Three and Four Year Old Benchmarks Entry: Health/Mentall Wellness: Shows social cooperation.

Social Emotional Standard 1: Demonstrates trust and engages in social relationships
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Observes other people.	1. Kaitlyn sits on her teacher's lap and watches a group of toddlers at play. 2. Tony watches from blanket while Mom folds his clothes. 3. Tabitha will look up from her block building to watch another child pushing a truck. 4. Hadley watches older children playing baseball and picks up her own ball to "pitch". 5. Hope watches Peter feed a baby and puts a toy to her doll's mouth.	
➢ Engages in independent, parallel play. Contact with peers centers around objects.	1. Eldora sits playing with a doll while other children are nearby playing with blocks. 2. Judith will watch others playing with blocks and then join in building tower beside them. 3. Ellema joins another child in the sand box. 4. Curt reaches for a block in another child's tower and then uses this to put in his own pile of blocks. 5. Kitt may hand over a toy to another child when asked by teacher.	
➢ Shows enjoyment in interactions with others.	1. Mom talks to Sandy and she coos back when Mom stops. 2. Bill listens to his teacher singing and then waves arms and jabbers when she stops. 3. Pansy will offer toy for adult to take. 4. Jeremiah runs toward group of older children and laughs as they throw ball.	
➢ Initiates social contact.	1. Lisa smiles at teacher when she sees her at the grocery. 2. Ellery yells "Hi!" to Daddy when he sees him across the street. 3. Sue yells "Mommy!" as she runs to greet her mother.	

Continued on next page

Social Emotional Standard 1: Demonstrates trust and engages in social relationships Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Responds to praise or rewards from adults.	1. Mary keeps dancing after Mom applauds. 2. Steve laughs while Dad smiles and claps at child's antics. 3. Karen picks up her toys and brings them to her teacher.	
➢ Develops sense of self as a separate person from others.	1. Dale recognizes and calls attention to himself when looking in the mirror. 2. Ben looks in the mirror and touches his face and then his reflection. 3. Cabe refers to himself by name. 4. Nancy points to her own nose and then nose on a baby doll. 5. Dotty can point to and name her own body parts.	
➢ Identifies other people and their roles.	1. Dennis finds an object belonging to someone else and takes it to them or says their name. 2. Paul calls his friends by name. 3. Joan labels and calls attention to policemen, firemen, doctors, etc. 4. Charlotte says, "I'm the mommy. You be the daddy." 5. Marigal says, "I wipe up the mess like Sissy."	
➢ Focuses attention on others, notices likeness and differences.	1. Stephanie says, "Look at that boy"; "Look at that girl". 2. Carol focuses attention on her teacher when her teacher tells a story. 3. Karnita says, "That boy has brown hair." 4. Kay asks about the boy wearing glasses.	

Three and Four Year Old Benchmarks Entry: Health/Mentall Wellness: Shows social cooperation. Social Studies: Understands the roles and relationships within his/her family. Knows that diversity exists in the world.

Social Emotional Standard 2: Demonstrates sense of self
Benchmark 2.1: Expresses and recognizes a variety of emotions

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Uses facial expressions, body movements, and vocalizations to make social contact and express needs and emotions.	1. Rusty smiles when an adult begins to sing to him. 2. When Pat sees a familiar teacher enter the room, she squeals and waves arms to get her attention. 3. Paris laughs as he repeatedly throws a toy on floor for his teacher to give back. 4. Tiffany enjoys hiding her face under a blanket playing peek-a-boo with her teacher. 5. Terry cries when his diaper needs to be changed. 6. Skipper frowns in response to loud noise in the room and begins to cry. 7. Kathy repeatedly puts blocks in a bucket and smiles as she dumps them out.	
➢ Responds to emotional cues and social situations.	1. Benson fusses more when his mom is having a stressful day. 2. Bert smiles and laughs when his older sister is laughing and talking to him. 3. Yale looks to mom to see her reaction when he hears a loud noise. 4. Ida begins crying when other babies cry.	
➢ Expresses emotions towards familiar persons, pets, or possessions.	1. Martin will kiss dolls and stuffed animals. 2. Ichabod will reach up to hug Mom when she leaves him at child care. 3. Sara laughs when a teacher calls her hand a foot. 4. Cain laughs when Daddy puts his shoe on his head.	
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Social Emotional Standard 2: Demonstrates sense of self Benchmark 2.1: Expresses and recognizes a variety of emotions		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Associates emotions with words and facial expressions.	1. Carson will hug and pat a teacher if the teacher looks upset. 2. Idania looks at the toy monkey's smiling face and says it is "happy". 3. Mom asks if Kevin is sad when he's crying and he says "It is happy". 4. Casey says "She's sad" when she sees another child crying. 5. Sonny says, "I'm mad. He got mine".	

Three and Four Year Old Benchmarks Entry: Communicating: Uses non-verbal communication for a variety of purposes. Listening and Observing: Observes to gain information and understanding. Health Mental Wellness: Shows social cooperation.

Social Emotional Standard 2: Demonstrates sense of self Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Seeks out ways to calm self.	1. Iolana is crying but calms down when touched, held, or picked up. 2. Jason's legs and arms are stiff when he is crying but become more relaxed when held. 3. The crying baby finds a pacifier and is able to go back to sleep. 4. Holding his favorite blanket can calm Jacques when he is anxious. 5. Selina wants a teacher to hold her when she is not feeling well.	
➢ Expresses ownership and desire to control self.	1. Luke says, "No"; "I can do it." 2. Instead of hitting Jimmy, Lisa says, "mine" when he tries to take a toy away. 3. Lacey says, "No. Stop!" when another child grabs the blocks she is playing with. 4. Kim says "No, Billy" when he reaches for her toy.	
➢ Recognizes own accomplishments.	1. Lamar draws with a crayon and shows this to his teacher. 2. Will wants to put on his own shoes after afternoon nap. 3. Nan will complete puzzles and then take them to show her teacher. 4. Cindy wants to dress herself.	
Continued on next page		

Social Emotional Standard 2: Demonstrates sense of self Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Understands authority and simple rules, including the consequences for not following rules.	1. Lane will put up toys when asked by his teacher. 2. Ryan sits at the small table after Dad tells him to eat at that table. 3. Laura will reach up to hold an adult's hand when crossing the street. 4. Patrick seeks adult assistance when his friend takes his truck. 5. Benjy agrees to clean up the sand he threw out of the sand table.	

Three and Four Year Old Benchmarks Entry: Health/Mental Wellness: Applies social problem solving skills; exhibits independent behavior. Social Studies: Knows the need for rules within the home, school, and community.

Three-to-Four

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Section IV
Three and Four Year Olds

Research has verified the long-term effects of a high quality preschool experience for young children (Peisner-Feinberg, et.al., 2001). The purpose of Section IV of *Kentucky's Early Childhood Standards* is to provide support and guidance to parents and early care and education professionals as they plan high quality learning experiences for three- and four-year-old children. It is also designed as a framework for administrators, staff, parents, and community members in understanding the skills and knowledge that are expected of four-year-old children as they transition into Kentucky's primary programs.

The content areas included in this section for three- and four-year-olds are:

- arts and humanities,
- English/language arts (early literacy),
- health education (health/mental wellness)
- mathematics,
- science,
- physical education (gross and fine motor skills), and
- social studies.

It should be noted that while standards and benchmarks in the previous section are organized into developmental domains, this section is divided into areas that more closely match the content areas included in the *Program of Studies for Kentucky Schools Grades Primary – 12* (which outlines the minimum content required for each grade level in Kentucky's schools). This alignment reflects the increased development of children at 3 and 4 years of age, as well as the more direct linkage of skills to the content in the *Program of Studies.* It should be noted that self-care skills were included in the Motor domain for birth to three year olds, but in this section are listed under Health Education; this reflects the growing independence of three- and four-year-olds, as they master the skills needed to care for their personal selves. For an overview of the standards and benchmarks from birth through entry level kindergarten, see the table in Section II of this document.

Organization of Section IV

Using the same format as in the previous section, this section is organized into standards, benchmarks, a developmental continuum, and example behaviors. The column marked "Comments, Notes, Strategies" is for the use of early care and education professionals as they plan experiences to promote children's progress towards the next developmental level. Professionals are to keep confidentiality in mind and not use this column to make notes about individual children. The linkage of each benchmark to the Entry Level Experience(s) in the *Program of Studies* and to the Head Start Child Outcome(s) is given at the bottom of each page.

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Arts and Humanities

**Head Start Outcomes Match:

☆ = 9 specific indicators that are legislatively mandated.
★ = 4 specific domain elements that are legislatively mandated.

Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences

Benchmark 1.1: Develops skills in and appreciation of visual arts

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).	1. Kenny chooses to paint at the easel three days in a row. He paints with one color, covering the entire page. 2. Sally uses finger paint to make swirls on black paper. 3. Shavon uses glue and ribbon on paper. 4. The teacher puts Q-tips at the art table and Monica dips them in paint to make spots on paper. 5. Ben uses a computer program to create a picture then glues on a tree-twigs picture frame after printing the picture.	
➢ Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.	1. Olivia uses markers to draw eyes, nose, and a mouth on a paper plate. 2. Jarrad paints a picture of his dog at the easel. 3. Maggie sticks leaves she has gathered outside to a tree trunk shaped from play-dough. 4. Trina builds her house with Popsicle sticks and glue. 5. Kyle draws a picture of his brother, including facial features, hair, arms/hands, legs/toes, and a belly button.	
➢ Observes and responds to artwork produced by other individuals and/or cultures.	1. Katie watches a classmate making a snake out of clay and then makes one herself. 2. Brian looks intently at the picture of the farm. He says, "The horses are running and the sheep are eating the grass." 3. Michelle comments that some of the trees in the photograph are green and some are orange. 4. After the teacher reads the story about Native American mask making, Mark paints a Native American mask using watercolors.	

Program of Studies - Entry Level Experience: Visual Arts: Experience art with attention given to the elements of art (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern). Explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art. Explore art from different cultures, periods, and styles. Experience art from different cultures, periods, and styles. ***Head Start Outcomes:*** Creative Arts - Art

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Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences Benchmark 1.2: Develops skills in and appreciation of dance		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Explores various ways of moving with or without music.	1. Lydia copies the teacher as she waves her arms in time to the music. 2. Nicki uses a scarf to pretend to be a wave as the ocean's roar plays on the tape. 3. Gina moves her body and waves her arms pretending to be a tree in the wind. 4. Kendra marches faster as the music speeds up. 5. Geno sways gently to the classical music, but shakes wildly to the country music. 6. Eddie moves like an elephant, swinging his arms like a trunk and stomping heavily around the circle while listening to jungle music.	
➢ Performs simple patterns of dance while exploring with the element of beat.	1. Stephen gallops to the beat of the song and then twirls as the beat changes. 2. Juan claps in time to the song the children are singing. 3. Emilio performs "Head, Shoulders, Knees, and Toes" with his classmates. 4. Deidra marches to the beat of a Sousa march.	
➢ Describes movement after participating in or watching others perform games or songs.	1. Judy says, "I'm a butterfly" as she flaps her arms to the music. 2. Erin says, "Gina looked like a tree, she waved her arms like branches." 3. Eddie excitedly says, "I really stomped my feet hard."	
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Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences Benchmark 1.2: Develops skills in and appreciation of dance		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
~ Responds to dance performance produced by other individuals and/or cultures.	1. Steven watches hula dancing and imitates the movement. 2. Kelly says, "That ballerina stood on her toes a long time," while watching a performance of *The Nutcracker*. 3. After watching Beauty and the Beast at their home, the girls dance in dramatic play.	

Program of Studies - Entry Level Experience: Dance: Experience various ways of moving with attention given to the elements of dance (space, time, force). Explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements. Experience dances of diverse cultures, purposes, and styles.
Head Start Outcomes: **Creative Arts - Movement**

Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences Benchmark 1.3: Develops skills in and appreciation of music		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Explores various forms of musical expression through his/her senses.	1. Jose tries to strum his father's guitar. 2. Timmy puts on the earphones and turns on the tape player during free choice time. 3. Marcus nods to the beat of the music. 4. Austin uses maracas, bells, xylophones and drums to make music.	
➢ Performs simple songs using voice and/or instruments. Experiments with beat and time.	1. While singing "Old McDonald" at circle time, Jenny suggests that they add a rooster to the song. 2. Tessa waves her fingers as the teacher sings "Where is Thumbkin?". 3. Sarah sings "Ring Around the Rosy", while she makes a circle with classmates. 4. Pam uses sticks to repeat the rhythm that her sister beats. 5. Hector uses rhythm instruments to play the 'Good Morning' song during large group time.	
➢ Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).	1. Callie smiles as the teacher starts the Raffi record. 2. During choice time, Bertie listens to concert music with headphones and dances to the music. 3. After seeing a performance of Cinderella, Mykala pretends to be a princess.	

Program of Studies - Entry Level Experience: Music: Respond to music with minimal attention given to the elements of music (rhythm, melody, form, harmony, timbre, dynamics, tempo). Listen to music of diverse cultures, periods, and styles.
Head Start Outcomes: Creative Arts - Music

Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences Benchmark 1.4: Develops skills in and appreciation of drama		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses a variety of actions or sounds to explore drama.	1. Leia puts on a fire hat, takes the steering wheel, sits on a block, and makes siren noises. 2. Marcus and Tyler ride tricycles and pull up to the pretend gas pump and fill up their cars. 3. Eva pretends to be a cat in dramatic play. She crawls on the floor and says "meow".	
➢ Performs simple elements of drama (e.g. audience, actors, stage, etc.).	1. Sophie adjusts the pitch of her voice for each of the "Three Little Pigs." 2. Teddy uses the flannel board pieces to tell the story of "The Very Hungry Caterpillar." 3. Pam says, "You be the prince. I'll be Cinderella. Here's some clothes we can wear." 4. During a puppet play, Paul uses a squeaky voice to depict the voice of Goldilocks. 5. In the housekeeping area, Megan directs other children to be the Mom, the Dad, the cat and the dog.	
➢ Attends and responds to drama performed by other individuals and/or cultures.	1. Kyle listens intently as his father reads the story of "Billy Goats Gruff", using voice inflections for the characters. 2. The younger children in Emily's center watch as the older children act out "Goldilocks and the Three Bears." 3. Earl and Trevor clap spontaneously after classmates perform "Where The Wild Things Are." 4. After watching "The Wizard of Oz," Luis says, That witch scared me."	

Program of Studies - Entry Level Experience: Drama: Experience dramatic works with attention given to the elements of drama (plot, character). Experience dramatic works from different cultures, periods, and styles.
Head Start Outcomes: Creative Arts - Dramatic Play

English/Language Arts (Early Literacy)

Language Arts Standard 1: Demonstrates general skills and strategies of the communication process Benchmark 1.1: Uses non-verbal communication for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Identifies or chooses object or person by pointing, physically touching or moving toward another.	1. When asked what she wants to play with, Betty points to the truck. 2. While playing "Farmer in the Dell" Simone chooses Elly to be the "farmer's wife" by taking her hand. 3. When asked what he wants for snack, Tyler chooses graham crackers from his choice board.	
➢ Uses gestures and/or movements to initiate interactions or to get needs met.	1. Kyle touches another child on the arm, takes his hand, and then walks over to the dramatic play center. 2. Victor goes to the teacher, takes her hand and walks over to the snack table. 3. Kelsey uses sign language to indicate who she wants to sit by at circle time.	
➢ Uses symbols or pictures as representation for oral language.	1. Child draws picture to represent family and shows it to another child, pointing to each person. 2. Samantha gets her PECS (Picture Exchange Communication System) board and shows the picture of outdoors to the teacher. 3. Noah drew a picture of a stop sign and taped it on the door of his room.	

Program of Studies - Entry Level Experience: Speaking/Listening/Observing: Engage in informal communication.
Head Start Child Outcomes: Language Development - Speaking & Communicating

Language Arts Standard 1: Demonstrates general skills and strategies of the communication process
Benchmark 1.2: Uses spoken language for a variety of purposes

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Initiates communication to have needs met.	1. Craig tells teacher, "I want a drink of water." 2. Millie asks, "When is lunch?" 3. Nancy tells caregiver there's a rock in her shoe. 4. Chance asks William for the puzzle piece he cannot reach.	
➢ Responds meaningfully in conversations and discussions with peers and adults.	1. When asked "How old are you?", Mike replies, "I am four and I have a loose tooth." 2. When asked, "Where did you work today?" Jose says, "I built a castle in blocks." 3. When child asks another, "Do you want to play in housekeeping?" the child responds, "No, I want to paint a picture."	
➢ Asks many why, when, and where questions.	1. On Saturday morning, Marion asks Mom, "When is school?" 2. As the teacher is reading, Carl interrupts story to ask, "Why do Jack and Jill fall down?" 3. When her mother picks her up at school, Laura asks, "Where is Daddy?"	
➢ Acquires vocabulary to effectively express feelings and thoughts, describe experiences, interact with others and communicate needs.	1. Marty says, "I want my mommy" when his teacher asks how he feels. 2. When the teacher puts broccoli on his plate, Peter says, "I don't like that." 3. Lara tells her peer, " I want the truck." 4. Singe can label feelings when another child or book character is happy or sad. Frankie looks at the pictures of a crying baby and says, "She is really sad." 4. Jess says, "I was mad when Elly took my blocks. I told her to give them back."	

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Language Arts Standard 1: Demonstrates general skills and strategies of the communication process Benchmark 1.2: Uses spoken language for a variety of purposes		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
- Adjusts delivery of voice appropriately to a variety of settings.	1. Miss Pam reminds everyone about the rules when the class goes to the library, and Alex says, "I'm going to talk real quiet." 2. When a child yells in the classroom, Lori says, You're using your outside voice."	

Program of Studies - Entry Level Experience: Speaking/Listening/Observing: Engage in informal communication.
Head Start Child Outcomes: Language Development - Speaking & Communicating ★Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other purposes. ★Uses increasingly complex and varied spoken vocabulary.

Language Arts Standard 1: Demonstrates general skills and strategies of the communication process Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Speaks clearly enough to be understood by most listeners.	1. Bob uses many descriptive words: "I run fast!" 2. Jen tells the attendant at restaurant what she wants to eat. 3. Jonathon says, "Ice cream" as he and his dad pass by the freezer section in the grocery store.	
➢ Uses simple sentences to express self, but may not always use correct grammar.	1. Tomas says, "Me want to play." 2. Child says, "I runned outside." 3. Olivia says, "I gived the mouse a cookie," after listening to the story, *If You Give a Mouse a Cookie*.	
➢ Uses more complex sentences, but grammar is still sometimes incorrect.	1. Kendra says, "I want to play with friend in housekeeping." 2. Marcus says, "Me walked to the sandbox with Billy." 3. Devon says, "I gave the mouses a cookie today."	
➢ Uses complex sentences with correct grammar.	1. George says, "I want to play with my friends in housekeeping. We can make a cake." 2. Kristin says, "I ran to the sandbox with Billy and we filled the buckets." 3. Jake says "When I am four, I will go to Disneyland."	
➢ Develops increasingly abstract use of language.	1. After going on a field trip to an Italian restaurant, the child says, "Go get the pasta so we can make spaghetti." 2. Ellie imitates the language she hears by others in the dramatic play center. 3. After reading Clifford, Cooper says, "My dog is the most giantest of all." 4. Jimmy likes to tell jokes and giggles during the telling, even though he doesn't understand the significance of the word play within the jokes.	

Program of Studies - Entry Level Experience: Speaking/Listening/Observing: Engage in informal communication.
Head Start Child Outcomes: Language Development - Speaking & Communicating

Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes

Benchmark 2.1: Engages in active listening in a variety of situations

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Attends to adult or peer who is speaking.	1. Mykyla listens to her grandmother talking about cookies, smiles, and says, "I want cookies!" 2. Max listens at story time while teacher reads aloud *The Three Little Pigs*. 3. Liam looks at his teacher when she discusses the day's activities. 4. William focuses on the classmate who is sharing a story.	
➢ Follows simple directions.	1. When his parent requests "Get your coat and wait at the door," Carlos completes the tasks. 2. When the teacher requests, "Throw away your cup and your napkin and come to the rug," Olivia complies. 3. When Mr. James asks Mary and Albert to get out the box of markers, put it on the table, and come over for circle time, they follow his directions.	
➢ Gains information through listening experiences.	1. Sarah tells her sister, "There are Three Bears in *Goldilocks*." 2. Kelly tells her mommy, "Tomorrow a nurse is coming." 3. DaShon tells parent, "Tomorrow some firemen are coming to our class. They will wear hats and coats and boots." 4. Child says, "First we put the seed in the cup, then we water it and put it in the sun. Then the flower will grow."	
➢ Uses listening to interpret and apply meaning.	1. After the nurse visits her class, Becky tells a doll, "Wash your hands before you eat. Germs make you sick." 2. Crystal tells Jason why firemen wear boots when fighting fires. 3. After the firemen's visit to the classroom, Eddie says, "I need to wear a fire hat to keep safe from the fire."	

Program of Studies - Entry Level Experience: Speaking/Listening/Observing: Interpret and apply meaning from listening.
Head Start Child Outcomes: Language Development - Listening & Understanding ★Understands an increasingly complex and varied vocabulary.

Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes Benchmark 2.2: Observes to gain information and understanding		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses many senses to explore and interpret the environment.	1. David watches the other children clap at the end of a play and then claps too. 2. Ahmand gets in line to go to the playground when others line up. 3. When a peer dries the baby doll, child notices and follows. 4. While playing with play dough, child says, "Look, I made this piece flat and it looks like a snake." 5. Carlos asks, "Are we having popcorn for snack?" when he smells the popcorn.	
➢ Makes comparisons through everyday experiences and play.	1. Angel looks at the milk as the teacher pours and says, "I got more." 2. Luana says, "My chain is bigger than yours." 3. Eric says, "My eyes are brown and yours are blue."	
➢ Makes predictions concerning everyday experiences and play.	1. Marta stops playing and begins to pick up the blocks when her teacher blinks the lights. 2. Katy says, "Push on your play dough. Then it is flat." 3. Myana says, "I smell popcorn. We must be having it for snack."	
➢ Draws conclusions from everyday experiences and play.	1. During small group, the teacher asks what happens when you push on the play dough and one child says, "It gets flat." 2. Mitch sees the rain outside the window and says, No outdoor play today." 3. Karen says "next is nap" as she sits down to eat lunch.	

Program of Studies - Entry Level Experience: Speaking/Listening/Observing: Use senses to understand the world around them.
Head Start Child Outcomes: Language Development - Listening & Understanding/Science - Scientific Skills and Methods

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Listens to stories being read.	1. Carrie snuggles in her mother's lap as she reads a book. 2. Karl listens to *Chicka Chicka Boom Boom* at the listening center. 3. Paul listens as a peer retells "The Three Little Pigs" with flannel board pieces.	
➢ Shows sustained time in attending to a story.	1. Mary listens attentively to "Brown Bear, Brown Bear" while sitting on teacher's lap. 2. Zora, Eddie, and Elaine listen with interest as their teacher reads, "The Very Hungry Caterpillar." 3. Cory listens with attention to a short story read aloud in a group situation. 4. Throughout the year, Adam grows in his ability to sustain interest and attentiveness to stories of increasing length.	
➢ Participates actively in story time.	1. While listening to "The Very Hungry Caterpillar", Jason asks, "Do caterpillars have teeth?" 2. Christy joins in, "...caps, caps for sale, fifty cents a cap..." as the teacher reads the story. 3. Michael acts out "Goldilocks and the Three Bears" with others in the class. 4. Drew draws pictures of three little pigs and a big bad wolf after hearing the story.	
➢ Chooses reading activities.	1. During free time, Ingrid chooses to join a small group that is listening to a story. 2. When asked where he wants to work today, Ben says, "I want go to the book center." 3. In the dramatic play center, Mark "plays" library. 4. Jacques carries a book to his cot for rest time.	
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Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
~ Responds to reading activities with interest and enjoyment.	1. Adam claps and smiles when his teacher chooses his favorite book to read. 2. Child shows a favorite page in book or an admired character. 3. After visiting the library, Carrie asks if she can take the book home to read.	

Program of Studies: Entry Level Experience: English/Language Arts: Listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading.
Head Start Child Outcomes: Literacy - ☆Book Knowledge & Appreciation

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Handles books correctly, showing increasing skills in print directionality.	1. Erin looks at pages of a known storybook from left to right. 2. Ashlyn "reads" book, going from front to back left to right, and top to bottom. 3. Damon picks a book that is upside down and turns it over correctly to look at the pictures and "reads" the story. 4. Samara "reads" list of classmates names from top to bottom.	
➢ Understands that print has meaning.	1. Billy's teacher has labeled all materials and equipment in the classroom. While standing in front of the gerbil cage, Billy point to label and says, "That means gerbil." 2. Barb points to the words (not the pictures) as story is read to her. 3. Yolanda points to another child's name card and says, "Alex." 4. Nicky recognizes and "reads" environmental print (McDonalds, Kroger, K-Mart, etc.). 5. Marco points to the words in the story as he "reads" but uses incorrect words.	

Program of Studies - Entry Level Experience: English/Language Arts: Employ concepts of print including book handling and directionality (e.g., left to right, top to bottom, front to back).
Head Start Child Outcomes: Literacy - ☆Print Awareness & Concepts ★Recognizes a word as a unit of print.

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.3: Demonstrates knowledge of the alphabet		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Recognizes some letters of the alphabet.	1. Erin recognizes some letters in her name. As she is walking down the hall, she points to EXIT sign and says, "That's like my name!" 2. Rudy recognizes some letters in environmental print ("d" in door, "s" in stop). 3. When looking at the magnetic letters, Alex picks up the "A" and says, "That's in my name".	
➢ Recognizes some letters and words in print.	1. Calvin reads" some well-known public signs, for example, McDonald's. 2. Iesha is able to read "The End," "Goldilocks" and other frequently seen words. 3. Jon picks out his name on the computer icon screen and says "That's my name".	
➢ Identifies some known letters of the alphabet in familiar and unfamiliar words.	1. When looking at a book, Becky points to the "B" says, "That "B" is in my name." 2. Suzy says, "That letter is in John's name." 3. Allie looks at her name on the word card and says, That's me...A-l-l-i-e."	

Program of Studies - Entry Level Experience: Note: Learning Descriptions: "Visual Memory" - Reading .3 "Recalling how letters and words look as well as patterns in words and text." No POS connection.
Head Start Child Outcomes: Literacy - Alphabet Knowledge ★Identifies 10 letters of the alphabet, especially those in their name. ★Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Recognizes matching sounds and rhymes in familiar words.	1. Casey repeats "Jack and Jill went up the hill", after the teacher reads the nursery rhyme. 2. Jerry plays a game with his name: "Jerry, berry, fairy, Mary." 3. While reading Dr. Seuss' *Hop on Pop*, Miss Janet asks, "What rhymes with "pop?" and Aaron responds, "lop."	
➢ Recognizes sounds that match.	1. Megan says, "Baby and bat start the same." 2. During morning circle, David says, "Davis and Drew start with "d". 3. Dawn says "dog and hog sound the same".	
➢ Produces a rhyming word.	1. T.C. provides a rhyming word at the end of poem line he has not yet heard. "I have a cat whose name is Matt, he has a ball he likes to bat. The other day he wore a _ _ _. (hat) 2. While singing a song with rhyming words, such as "The Ants Go Marching One by One," a child makes up other rhyming words: "The ants had fun. The ants got none."	
➢ Discriminates separate syllables in words.	1. During circle, children clap syllables in classmates' names. 2. During the school year as the teacher has demonstrated dividing words by syllable, such as "De-cem-ber," Sam can correctly tell the number of syllables in the names of other months.	
➢ Makes some letter-sound connections.	1. Gavin sees the letter "D" on a block, points to the "D" and says, "This is for Daddy." 2. Matt says, "Michael, "M" starts your name, too." 3. Tyler says, "My name starts with a T sound".	

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Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Identifies some beginning sounds.	1. Ashlyn says, "Butterfly starts with /b/. 2. When the teacher shows the letter "s" Samantha says, "My name starts with /s/. 3. Caitlyn says, "My name is like cat, both words start with a c".	

Program of Studies - Entry Level Experience: English/Language Arts: Word Patterns: Develop awareness of sounds and patterns in language including auditory segmenting (dividing words into sounds), blending (combining sounds to make words) and rhyming.
Head Start Child Outcomes: Literacy - ☆Phonological Awareness ★Associates sounds with written words.

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.5: Draws meaning from pictures, print and text		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Names features of a picture.	1. Andy looks at the label above the door and says, "That word is door." 2. Alana looks at a poster and says, "That's a dog. He's brown." 3. Bryan says, "I drew a picture of my house."	
➢ Uses illustrations to tell major events of a story.	1. Nina points to characters in stories as she tells (recalls) what they did in the story. 2. Mitch "reads" or tells the story in a book using the pictures. 3. After the teacher reads the first part of In *People House*, Johann finishes the story by "reading" the pictures. 4. Mike looks at the picture on the following page and guesses what will happen next in the story.	
➢ Understands that text has a specific meaning.	1. Beth plays with alphabet blocks or magnetic letters to make "words". 2. Luke runs his finger under lines of print, imitating "reading". 3. When looking at "Brown Bear, Brown Bear," Carter points to the text with his finger and says, "Purple cat, purple cat, what do you see?" 4. While reading *Polar Express*, Amy asks the teacher, "Where is the train going?"	

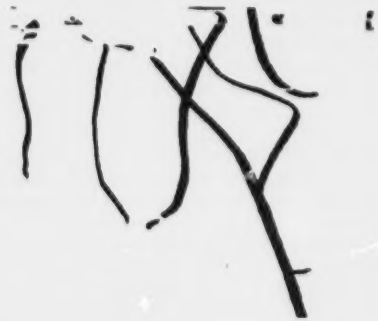
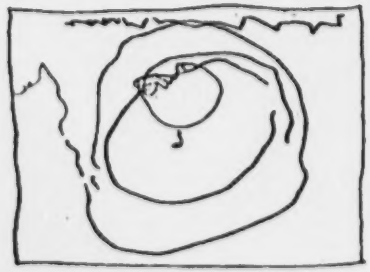
Program of Studies - Entry Level Experience: English/Language Arts: Vocabulary: Use auditory and visual strategies to understand words and their meanings. Re-Telling: Use pictures to tell stories. Text Structure: Respond to rhythmic and patterned/predictable materials while listening.
Head Start Child Outcomes: Literacy - ☆Print Awareness & Concepts

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process Benchmark 3.6: Tells and retells a story		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Imitates act of reading in play.	1. Chris pretends to read a book to a doll in the housekeeping area. 2. Yolanda pretends to read the "Daily Message" that was written by the teacher earlier in the day. 3. Reese "reads" the classroom rules to his friend Claire.	
➢ Acts out main events of a familiar story.	1. Tom is wearing overalls and says, "I'm Corduroy." 2. Andy puts pegs in a pegboard to build a birthday cake for Frances. 3. LaChelle says, "I'm Goldilocks, you're the mama bear, you're the papa bear, and you're the baby." 4. Mira and Joey act out "Five Little Monkeys" using puppets.	
➢ Uses pictures and illustrations to tell and retell a story.	1. Sevin uses flannel board characters to tell story of "Little Red Riding Hood." 2. Logan draws pictures of the big bad wolf blowing down the straw house. 3. Clarence tells a story to his friend Amanda using pictures from a trip to the zoo.	
➢ Uses prior experience to help make sense of stories.	1. When the teacher read "Arthur's Tooth" Frank said, I lost my tooth." 2. After hearing *The Snowy Day*, Leandra said, "My brother and me made snow angels." 3. Jim tells about his train trip after reading *Freight Train*.	
➢ Retells a story including many details and draws connections between story events.	1. After hearing the story of "The Three Little Pigs," Phillip tells the story to the stuffed animals in the quiet area. 2. Molly goes to the block area, builds a house knocks it down and plays, "The Three Little Pigs." 3. The class re-enacted the story of *Stone Soup* in dramatic play. On the playground, Ben found the perfect rock.	

Program of Studies - Entry Level Experience: English/Language Arts: Experience with Text: Use prior experiences to help make sense of stories. Re-telling: Use pictures to tell stories. Summarizing: Summarize what happened in a story by telling and/or drawing.
Head Start Child Outcomes: Literacy - ☆Book Knowledge & Appreciation

Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process Benchmark 4.1: Understands that the purpose of writing is communication		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Understands that an oral message can be represented by written language.	1. In the housekeeping center, Sam "writes" down Billy's lunch order (using scribbles and symbols). 2. Marc "rereads" the book he has written (using different words than previously used). 3. Tyler writes a sign naming his block structure.	
➢ Understands there is a way to write that conveys meaning.	1. Tonya asks her teacher, "Will you write, 'This is my house?'" 2. His teacher offers to write a message on a drawing. Kiley says, "Write, 'This is my dog.'" 3. Joshua asks his teacher to write a note to his mom. When she asks what is should say, Joshua says, "Tell her I have a good day at school."	
➢ Understands that once an oral message is written it reads the same way every time.	1. Todd recognizes the message written by his teacher on one of his drawings and "reads" it to Justin. 2. During Calendar Time the teacher writes "Tuesday" on the chart, later in the day Millie says, "That says, 'Tuesday.'" 3. Tommy reads the sign in the bathroom to his friend Emma.	

Program of Studies - Entry Level Experience: English/Language Arts: Idea Development: Produce, through drawing, symbols and letters, writing which has meaning to the student. Correctness: Produce pictures, marks, and signs that represent print.
Head Start Child Outcomes: Literacy - Early Writing

Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Labels pictures or produces simple texts using scribble writing.	1. Tran scribbles and says "this is me." 2. Tracy writes her name at the top of her paper with lines. 	
➢ Labels pictures or produces simple texts using letter-like forms.	1. Andre's writing includes lines and circles. 2. Bruce draws a circle and says it is a dog. 	
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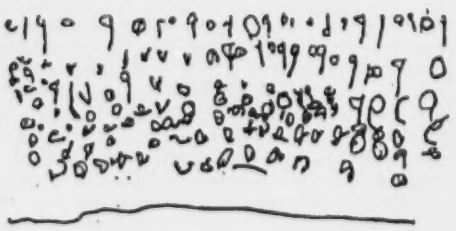
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses scribble writing or letter-like forms to represent words or ideas.	1. Burton produces small shapes that look something like letters. 2. Child may "read" or "spell" aloud while writing letter-like marks.  	

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Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Writes recognizable letters.	1. Yo Lee writes strings of random letters such as: z, E, t, o. 2. Liz writes some letters from her name. 3. Valerie labels her block building with a sign that says "zoo".	
➢ Copies or writes familiar words.	1. Amy copies name from name card on table (letters may or may not be in correct sequence or position). 2. Karem writes name or words that are meaningful him: I love you. Mom. Dad. dog, etc. 3. Rosa writes her name on her art work.	

Program of Studies - Entry Level Experience: English/Language Arts: Idea Development: Produce, through drawing, symbols and letters, writing which has meaning to the student. Correctness: Produce pictures, marks, and signs that represent print. Organization: Label pictures and drawings.
Head Start Child Outcomes: Literacy - Early Writing

Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process

Benchmark 4.3: Explores the physical aspect of writing

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Uses tools for writing and drawing.	1. Audrey uses a stick to draw a picture in the sand. 2. Tyler uses markers to draw. 3. Dora uses a pencil to make marks on paper.	
➢ Experiments with grasp when using a variety of writing tools.	1. Child picks up a pencil with a fist grasp. 2. Hans uses a pencil with a finger-grasp. 3. Crystal grasps a paintbrush at the easel.	
➢ Adjusts body position when writing.	1. After painting a picture at the table, Caleb moves to a comfortable position to write his name. 2. Jose moves from trying to write while lying on the floor to a table. 3. Andrea places the pencil in her right hand to write her name.	
➢ Adjusts paper position when writing.	1. Audrey moves paper to a comfortable position. 2. Miquel holds paper with non-writing hand. 3. Jennifer asks for a book to put her paper on while writing a letter to her mom in the reading center.	
➢ Shows some evidence of directionality (top to bottom, left to right).	1. Jimmy writes first two letters of his name left to right, then places the third letter in the bottom left-hand corner of the page. 2. Candi progresses to writing left to right with letters in correct order. 3. Julie places stickers from left to right on her paper.	

Program of Studies - Entry Level Experience: English/Language Arts: Structural Patterns: Use principles of directionality (left to right, top to bottom, front to back) for placement of text and pictures.
Head Start Child Outcomes: Literacy - Early Writing

Health Education

Health/Mental Wellness

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments

Benchmark 1.1: Shows social cooperation

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Plays alongside rather than with other children.	1. Kevin plays with blocks in the block area while Steven plays with trucks in the same area. 2. In the housekeeping area, Matt irons clothes and Kira cooks dinner and feeds the baby. Each child completes this play individually without communication with each other.	
➢ Plays in groups or pairs based on similar interest.	1. As Kevin watches a game of soccer, he hesitantly runs up and kicks the ball. 2. Margaret offers a car to Luis when he sits down beside her. 3. Nancy lets Justin get in swing after adult reminds her about taking turns. 4. Mitchell asks Paul to play Candy Land. 5. Jimmy, Melanie, and Kim like to run and play chase together regularly during outside time.	
➢ Makes and maintains a friendship with at least one other child.	1. Myra sits by Sue when she comes into classroom and gives her a hug. 2. Kimmi refers to another child as "my friend". 3. Miriam and Tasha regularly choose each other as partners. 4. Alex and Barry are inseparable during preschool.	
➢ Participates in everyday classroom activities, may need adult direction.	1. Kristin listens to peers during group sharing. 2. The teacher asks Luis if he wants to go outside or continue playing at the water table. Luis quietly puts down toys and goes outside. 3. When the teacher tells Martin that he is the leader today. He says, "It is my turn?" 4. At circle time, Lois says, "Jinna is not here." Mark asks if she is sick. 5. Crystal sings with the teacher during clean-up.	

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Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments

Benchmark 1.1: Shows social cooperation

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Works in small group situations with teacher support.	1. Marty marches around the room with the other children as the music plays. 2. Crystal plays "Duck, Duck, Goose" during group time. 3. Maurice, Tran, and Billie create and play music for their teacher, Ms. Anne. 4. Jenny and DaShon build a castle while Ms. Debbie helps find more blocks.	
➢ Manages transitions.	1. Callie says good-bye to her Dad at the classroom door with ease. 2. Eric responds positively to the signal for change in the classroom activity. 3. Matt uses the routine of a wave at the window to his Mom when she leaves for work. 4. Mario moves from free playtime to small group time with ease and confidence.	
➢ Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	1. Celia is in time out and when asked why she is there, states, "My teacher put me here." 2. A school recognizes perfect monthly attendance by handing out a certificate and a prize, but when given the award, Mark cannot state why he is receiving it.	
➢ Accepts the consequences of one's own actions.	1. Johnny knocks sand off the table and cleans it up. 2. When scattered puzzle pieces are found on the floor, Trina says, "I did it." 3. Michael smiles when a teacher praises his work.	
➢ Can identify feelings, likes and dislikes, but may not be able to explain why.	1. Mitch says, "I love ice cream." 2. Jane says, "Pepperoni is my favorite pizza." 3. Sam says, "I don't like peas."	

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Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments Benchmark 1.1: Shows social cooperation		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Communicates emotions to peers in an appropriate manner.	1. Katrina says, "No!" when Mike tries to take a toy away instead of hitting him. 2. Amy pats Mikey when he is crying. 3. Jacques says, "I don't like it when you take my truck!" instead of taking the truck away from Tran. 4. Billy hugs Matthew when its time to go home.	

Program of Studies - Entry Level Experience: Health Education: Become aware of the concept of responsibility to oneself (e.g., do your best, be the best you can be). Define friendship. Explain ways to develop friendships. (Recognizes feelings of others and responds appropriately.)

Head Start Child Outcomes: Social Emotional Development - Self Concept, Self Control, Cooperation, Social Relationships.

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments

Benchmark 1.2: Applies social problem solving skills

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Uses simple strategies to appropriately solve problems by self and within a group.	1. Germaine gets the teacher when her juice is knocked over. 2. Marta asks the teacher for help when Sheri paints on her picture. 3. Larry wants a toy another child is playing with, he asks child to trade toys. 4. When Lee cannot get her scissors to cut paper, she goes to the cubby and gets another pair. 5. In housekeeping Bill and Sara take turns. Sara uses the blue pan first while Bill uses the yellow pan. Then Bill uses the blue one and Sara uses the yellow pan.	
➢ Uses multiple strategies to solve problems.	1. Craig tries to tie his shoe by himself. After no success, he asks Molly to help. He then asks Ms. Stephanie to help. 2. Raylee uses words suggested by her teacher to express anger, "I don't like it when you push me." 3. Adam tries to get someone to play in the housekeeping area by asking several different people. He says, "If you play with me, you can be the Mommy." Adam takes Jared to the housekeeping area and says, "You be the dog."	
➢ Provides simple but acceptable reasons for ideas in solving problems.	1. Sylvia says, "We need more crayons. There's not enough." 2. At lunchtime, Emily says, "I didn't get a straw because the box is empty."	
➢ Asks for help from other sources when solving social and/or cognitive problems.	1. Kara is having a difficult time putting on pants. She asks for adult help rather than crying. 2. Polly asks the teacher for help when her toy is taken away. 3. Brian tries to put together the puzzle and after a couple of minutes, asks his teacher for help. 4. Francis and Haley agree to share the fire truck after discussion with Mr. Scott about cooperation.	

Program of Studies - Entry Level Experience: Health Education: Become aware of the concept of responsibility to oneself (e.g., do your best, be the best you can be). ***Head Start Child Outcomes:*** Approaches to Learning - Reasoning & Problem Solving

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments

Benchmark 1.3: Exhibits independent behavior

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Follows routines independently and completes familiar routines.	1. Matthew throws away his cup and napkin after snack. 2. Ingrid takes her paper off the easel and hangs it on the rack to dry. 3. Each morning upon arrival, Cheyenne hangs up her coat in her cubby. 4. Tad wheels his wheelchair to the art center during self-selection time to use the easel. 5. Without a reminder, Scott turns off the tape recorder after listening to a story.	
➢ Takes care of personal health/safety needs with adult support as needed.	1. Melvin goes to the water fountain when thirsty. 2. Nina goes to the bathroom without prompting. 3. Kenny tells the teachers he needs an icepack because he hit his head. 4. Kendra can pull her pants up and down, but needs help with overalls. 5. Patrick washes his hands after getting paint on them. He needs assistance to turn on the water. 6. Carlos covers his mouth when he coughs and then washes his hands after the teacher reminds him. 8. Delaney follows the proper procedures given by Ms. Susan during the fire drill.	
➢ Identifies healthy food choices.	1. Myra dishes peas onto own plate after the teacher talks about healthy foods. She says, "This helps you grow." 2. Kianna cuts pictures of healthy foods out of a magazine. 3. After lunch, the teacher uses the food pyramid to identify what categories of food the class had for lunch. Aiden can tell her that green beans are in the vegetable group.	

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Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments Benchmark 1.3: Exhibits independent behavior		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.).	1. In the housekeeping area, Shirley tells Abe, "I can be the Mommy. I'm a girl." 2. Regina says, "I'm four years old, and I can run really fast! And I'm a good drawer, too!" 3. "My name is Kelly Logan. I live with my mommy."	
➢ Uses materials in a self-directed manner.	1. Tamika chooses one book to read from among several choices. 2. Linda watches the children in the sandbox and then begins pouring sand from one cup into another. 2. Mustafa uses paper, tape, and glue to create a dinosaur book during choice time. 3. Lola puts the caps back on the markers after she is finished drawing. 4. Chris and Abby put the blocks away in the designated area at clean up time.	

Program of Studies - Entry Level Experience: Health Education: Become aware of the concept of responsibility to oneself (e.g., do your best, be the best you can be). (Safety Rules and Procedures.) Identify basic food groups. Social Studies: Recognize and understand the need for rules within the home and school setting.

Head Start Child Outcomes: Approaches to Learning - Initiative & Curiosity, Engagement & Persistence/Physical Health and Development - Health Practices & Status

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments Benchmark 1.4: Shows a sense of purpose (future - hopefulness)		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Accepts setbacks without giving up.	1. Willy works several minutes on a puzzle. When he cannot get the last piece turned to fit, he asks the teacher to show him. Then he puts it in himself. 2. Dominique persists in building a bridge after it has fallen down several times. 3. Kelly tries to walk a little further each time she walks on the balance beam.	
➢ Attends to task.	1. Mary gets the snap beads from the shelf. She works until she makes a necklace. 2. Sharla works on a difficult puzzle. 3. Juan starts and completes several levels of play on the computer counting activity.	
➢ Sets short term goals.	1. After the cooking project, Larry suggests feeding the carrot scraps to the class rabbit. 2. Cory makes a plan to work in the house area. 3. During lunch Phillipe says, "I will see grandma after school. I want to make cookies at her house.	
➢ Projects self into the future.	1. After making a paper necklace, Felicia says, "I can wear this at Grandma's." 2. Rashik draws a picture of a doctor and says, "I'm going to help people in a hospital when I grow up." 3. "I can play basketball when I get big," says Amanda.	
➢ Demonstrates self-confidence through interactions.	1. Dudley shares a favorite book from home. 2. Tenisha joins several other children playing in the block area. 3. After a few weeks at school, Quentin joins in the songs at circle time.	

Program of Studies - Entry Level Experience: Health Education: Become aware of the concept of responsibility to oneself (e.g., do your best). ***Head Start Child Outcomes:*** Social Emotional Development - Self Concept, Self Control, Cooperation, Social Relationships

Mathematics

Math Standard 1: Demonstrates general skills and uses concepts of mathematics
Benchmark 1.1: Demonstrates an understanding of numbers and counting

Developmental Continuum	Example Behaviors	Comments, Notes, Strategies
➢ Imitates rote counting using the names of the numbers.	1. During a game Benjamin copies adult who says, "One, two, three!" 2. As her teacher places crackers on her plate, Emily says, "One, four, six."	
➢ Counts in sequence to 5 and beyond.	1. Yandi counts correctly, "One, two, three, four, five..." 2. Andre counts as he climbs the stairs, "One, two, three, four, five, six, seven, eight..."	
➢ Arranges sets of objects in one-to-one correspondence.	1. Cami sets table so that each person gets one napkin and one plate. 2. Evan puts one paper in each child's cubby. 3. Adam gives each friend one cookie.	
➢ Understands that a single object is always "one" regardless of size, shape, other attributes.	1. Reagan says, "There is one big rock and one little rock." 2. Steven always identifies a single puzzle piece as "one." 3. Her teacher asks, "Show me one block," and Kindra picks up, points, nods, or touches a single block.	
➢ Counts concrete objects to 5 and beyond.	1. Mykala counts 5 blocks in the block center. 2. Elian fills in with the next number (4) when Caleb counts beads, "One, two, three..." 3. Angie counted the puzzle pieces. There were 9.	
➢ Uses math language to express quantity in everyday experiences.	1. Myra tells her friend, "Look, there are two cookies left." 2. Adrian recognizes that there are four blocks on the rug without counting them. 3. While playing outside, Saveem and Crystal count the number of jumps it takes to move from one area to another.	

Continued on next page

Math Standard 1: Demonstrates general skills and uses concepts of mathematics Benchmark 1.1: Demonstrates an understanding of numbers and counting		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Compares concrete quantities to determine which has more.	1. In the block center Liam looks over at art center and says, "There are more kids over there." 2. During snack, Tamika says, "She has more cereal." 3. Jay said, "I used more blocks than you. My building is taller."	
➢ Recognizes that a set of objects remains the same amount if physically rearranged.	1. April counts three blocks in a vertical line and three blocks in a horizontal line and recognizes that each row contains three blocks. 2. There are five raisins close together in one line and five raisins spread apart in another. Kelly knows that there is the same number of raisins in each line.	
➢ Realizes that the last number counted is the total amount of objects.	1. Samatha says, "One, two three; three children on the swings." 2. At snack time Mykala says, "There are five straws." 3. Emily counted her fingers and said, "I have 5 fingers on each hand."	
➢ Recognizes some numerals and associates number concepts with print materials in a meaningful way.	1. Nicki sees a five on the calendar and says, "That's a 5." 2. Cory counts the number of dogs on the page of a picture book.	
➢ Names and writes some numerals.	1. Lu writes a four while working in the writing center. 2. Royce says, "That 4 was on my birthday cake."	

Program of Studies - Entry Level Experience: Mathematics: Problem Solving/Communication/Connections/Reasoning: Identify, describe, and make geometric figures (e.g., circle, triangle, square, rectangle).
Head Start Child Outcomes: Mathematics - Geometry & Spatial Sense

Math Standard 1: Demonstrates competence in skills and concepts of mathematics Benchmark 1.2: Recognizes and describes shapes and spatial relationships		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Recognizes some basic shapes.	1. The teacher says, "Show me a circle," and Sarah points to a circle on the table. 2. Ms. Jamie says, "Put the square block in the right hole, and Sammy puts the square block in the correct hole. 3. Alisha looks at a picture with many overlapping shapes and finds the individual shapes of circles, triangles and squares.	
➢ Creates and duplicates shapes.	1. Shelby builds a "city" using the construction blocks. 2. Ellie looks at a rectangle and puts two square blocks together to make a rectangle. 3. DaShon puts together a variety of shape puzzles.	
➢ Identifies shapes.	1. Wendy says, "The door is a rectangle." 2. Amanda points at the library window and says, "That's a square." 3. Julie draws a heart on her paper and says "I like hearts".	
➢ Recognizes parts of a whole.	1. Juan says, "This is part of an apple." 2. Curt says, "This piece belongs to the cat puzzle. 3. Shawna told her teacher she needed the top to the paint container.	
➢ Recognizes the position of objects.	1. Louis finds the markers when told they are on the shelf next to the pink paper. 2. The teacher says, "Show me the one on the bottom," and Damon points to the correct object. 3. When asked, Kayla goes and gets the book that's on the table.	
➢ Uses words that indicate directionality, order and position of objects.	1. Hector puts his hands on his head in response to a movement song. 2. Mark says, "The ball is under the table. 3. Tran says, "I put the green car first and the blue car last."	

Program of Studies - Entry Level Experience: Mathematics: Problem Solving/Communication/Connections/Reasoning: Identify, describe, and make geometric figures (e.g., circle, triangle, square, rectangle). ***Head Start Child Outcomes***: Mathematics - Geometry & Spatial Sense

Math Standard 1: Demonstrates competence in skills and concepts of mathematics Benchmark 1.3: Uses the attributes of objects for comparison and patterning		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Matches objects.	1. Edie matches a red bead to a picture of a red bead. 2. RaShonda fits the circle and the triangle into the form board. 3. Natalie put the shapes in the shape sorter.	
➢ Sorts objects by one or more attributes.	1. Tamara places all the green objects in a bucket. 2. Skylar places all the red stars in a box and all the blue ovals in another box. 3. Myra places pennies in one cup and nickels in another cup.	
➢ Describes objects by one or more attributes.	1. "That is a square," states Mitchell. 2. Marco says, "That's a big blue triangle." 3. When Ryan sees mixed coins he says, "These are pennies."	
➢ Recognizes, duplicates and extends simple patterns.	1. When walking down the hallway, Desiree says, "It's red, blue, red, blue, red, blue on the floor." 2. Ashley makes a bracelet using beads as seen in a picture. 3. When creating a zoo, the children made a pattern of blocks around the outside.	
➢ Creates original patterns.	1. Using blocks Gregory makes a path of square, square, rectangle. 2. When cutting and putting together a paper chain, Lindy creates a color pattern: red, blue, yellow, red, blue, yellow, red, blue, yellow.	

Program of Studies - Entry Level Experience: Mathematics: Problem Solving/Communication/Connections/Reasoning: Identify, describe and make geometric figures (e.g., circle, triangle, square, rectangle). Identify patterns in real life. Reproduce and extend patterns using manipulatives.
Head Start Child Outcomes: Mathematics - Patterns & Measurement

Math Standard 1: Demonstrates competence in skills and concepts of mathematics Benchmark 1.4: Measures and describes using nonstandard and standard units		
Developmental Continuum	**Example Behavior**	**Comments, Notes, Strategies**
➢ Compares and orders by size.	1. Liam says, "Chris is taller than me." 2. Kaisar puts three crayons on the table, from shortest to longest. 3. Juan says, "This ball is bigger than yours." 4. Ashanti is able to stack nesting rings by size.	
➢ Uses tools to explore measuring.	1. Amy pretends to measure the length of her block road with a tape measure. 2. Philip uses cups, bowls and spoons in the sand table to measure (i.e., how many cups can be poured into the bowl). 3. Jarred places objects on each side of the balance scale, manipulating objects to alter the balance and using words such as heavy, light, equal, etc.	
➢ Explores, compares and describes length, weight or volume using nonstandard units.	1. Andre pours water from a small cup to a large cup. 2. Tamika uses teddy bears to measure the side of a table and says, "This is 9 teddy bears long." 3. John places objects in each side of the balance scale and says, "This side is more."	
➢ Shows awareness of time concepts.	1. LaShonda says, "In the morning we get up." 2. Cory says, "At night it gets dark."	
➢ Categorizes and sequences time intervals and uses language associated with time in everyday situations.	1. Ashley says, "After lunch we go outside." 2. Lucia says, "I see "Dora the Explorer" on Saturday.	

Program of Studies - Entry Level Experience: Mathematics: Problem Solving/Communication/Connections/Reasoning: Compare and order by size (e.g., large/small).
Head Start Child Outcomes: Mathematics - Geometry & Spatial Sense/Patterns & Measurement

Physical Education Gross and Fine Motor Skills

Physical Development Standard 1: Demonstrates basic gross and fine motor development Benchmark 1.1: Moves through an environment with body control and balance		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Demonstrates body spatial awareness in relationship to stationary objects.	1. Martin runs around a friend going the other direction on the playground. 2. Dimitri moves around classroom furniture without bumping into anything or falling. 3. Bob can move through various outdoor play equipment successfully.	
➢ Walks and runs with skill.	1. Mark walks without watching his feet and can walk backwards. 2. Luis runs at an even pace. 3. Martha walks heel-to-toe. 4. Cari has mastered running skills.	
➢ Uses quick stops or changes in direction to avoid contact with moving objects or other people.	1. Kelly goes from a walk to run, run to walk without stopping or falling. 2. Mike starts, stops, and turns when running to avoid crashing into things. 3. Kay moves quickly to the left and then to the right while trying to kick the soccer ball. 4. Sam stops abruptly in line to keep from bumping into Sarah.	

Program of Studies - Entry Level Experience: Physical Education: Psychomotor: Movement Concepts: Define personal general space concepts.

Head Start Child Outcomes: Physical & Health Development - Gross Motor/Health Status & Practices. Science - Scientific Knowledge

Physical Development Standard 1: Demonstrates basic gross and fine motor development Benchmark 1.2: Performs a variety of locomotor skills with control and balance		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Walks, runs, climbs, jumps and hops with increased coordination, balance and control.	1. Alice runs to the playground climber and climbs to the top. 2. Adrian walks on a balance beam and jumps off about halfway along the beam. 3. Using both feet, Jerry hops like a frog across the circle time rug. 4. Brian hops several times on his right foot and then several times on his left foot.	
➢ Experiments with galloping and skipping.	1. Mr. Thomas demonstrates galloping around the playground; Sally and Jason imitate his movements. 2. LaChelle skips two times but reverts to galloping across the gym floor. 3. Amy gallops with smooth movement and relative ease.	

Program of Studies - Entry Level Experience: Physical Education: Psychomotor: Locomotor and Nonlocomotor: Perform a variety of locomotor skills (e.g., walk, run, hop). Movement Concepts: Balance in different positions (e.g., feet, hands, knees, head).
Head Start Child Outcomes: Physical & Health Development - Gross Motor

Physical Development Standard 1: Demonstrates basic gross and fine motor development Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Executes movements that require a stable base.	1. Jose sits in a chair and raises his foot to put on sock without falling over. 2. Penelope balances on one foot. 3. Susie was able to bend from side to side during morning circle time.	
➢ Pushes, pulls, twists, turns, curls, balances and stretches with increased coordination and control.	1. Lucy turns to chat with friend over her shoulder while pushing a toy truck back and forth. 2. Zachary and Todd imitate Ms. Elaine doing twisting and pulling exercises during small group time. 3. Yolanda walks (heel to toe) and turns to come back on a line without stepping off. 4. Dean pushes the tricycle Hannah is riding all the way around the circle track.	

Program of Studies - Entry Level Experience: Physical Education: Psychomotor: Locomotor and Nonlocomotor: Perform a variety of nonlocomotor skills (e.g., push, pull, twist, turn, curl, stretch, balance). Movement Concepts: Balance in different positions (e.g., feet, hands, knees, head).
Head Start Child Outcomes: Physical & Health Development - Gross Motor

Physical Development Standard 1: Demonstrates basic gross and fine motor development Benchmark 1.4: Combines a sequence of several motor skills with control and balance		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Walks up and down stairs with alternating steps.	1. Donte walks up/down the stairs with alternating feet on the way to the library. 2. Shirley comes down the stairs using alternating feet. 3. Adam alternates feet while walking down stairs without holding onto the handrail.	
➢ Explores a variety of movements.	1. Carlee rides a tricycle while pulling Alex in the wagon behind her. 2. Jimmy turns corners and avoids obstacles while riding a tricycle. 3. Barbara crawls under the jump rope as Lisa and Larry hold the rope at waist height. 4. Tommy catches a large ball thrown by Ms. Karen. 5. Karen throws a bean bag through a hula hoop. 6. Josh waves the scarf to create patterns (shapes) in the air. 7. Steven discovers he can kick a playground ball with the inside of his foot.	

Program of Studies - Entry Level Experience: Physical Education: Psychomotor: Locomotor and Nonlocomotor: Perform a variety of locomotor skills (e.g., walk, run, hop). Perform a variety of nonlocomotr skills (e.g., push, pull, twist, turn, curl, stretch, balance). Manipulative Skills: Discover a variety of ways to manipulate objects (e.g., with hands, feet, elbow, head).
Head Start Child Outcomes: Physical & Health Development - Gross Motor/Fine Motor

Physical Development Standard 1: Demonstrates basic gross and fine motor development Benchmark 1.5: Performs fine motor tasks using eye-hand coordination		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Explores and manipulates objects in a variety of ways.	1. Billy stacks 10 blocks to make a wooden tower. 2. Mykala fills cups using spoons and shovels at the sand table. 3. Taylor builds structures using bristle blocks. 4. Andy puts his sneakers on both feet correctly.	
➢ Uses tools appropriately.	1. Margaret hits nails and pegs with a wooden hammer. 2. Louis uses a spoon and a fork at lunchtime. 3. April uses scissors to snip paper. 4. Mike attempts to cut out magazine pictures; edges are jagged and not always accurate. 5. Yolanda draws and colors using crayons, markers, and pencils.	
➢ Exhibits increasing strength and control.	1. Claire rolls small bits of clay into balls and "snakes", then smashes them flat. 2. Cecilia uses a rolling pin, cookie cutters and a hammer to make a clay rabbit. 3. Rudy is able to snap the snaps on a dressing board. 4. Craig uses a paper punch and stapler to make a book. 5. Luis pours juice into cups with minimum spilling.	
➢ Performs tasks using more refined and dexterous motions.	1. Nora puts small wooden beads on a string to make a necklace. 2. Jill controls the movement of a marker to create some shapes and letters. 3. Bo buttons, zips and attempts tying on his clothes. 4. Nina cuts on or close to a line. 5. Sarah paints a picture of her family.	

Program of Studies - Entry Level Experience: Physical Ed: Psychomotor: Manipulative Skills: Discover a variety of ways to manipulate objects (with hands, feet, elbow). ***Head Start Child Outcomes***: Physical & Health Development – Fine Motor

Science

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity) Benchmark 1.1: Explores features of environment through manipulation		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses all five senses to examine objects with attention to detail.	1. At the science center, Jessica sniffs the containers to try and guess the identity of objects from the smell. 2. Louise shakes sound boxes and listens for differences in sounds. 3. Deidra points to a stripe on a blue fish in the aquarium, and says, "that's not like the orange fish." 4. Sam reaches in the "feeling" box and says, "That's a pencil!" 5. Justin tastes the sugar cube and tells the teacher that it is sweet.	
➢ Describes objects in the environment using properties of objects.	1. Clint says, "The green caterpillar has a black stripe. It has lots of legs. It's longer than my finger. It tickles." 2. Melissa draws a picture of the classroom fishbowl and fish. 3. Micah tells Ms. Amber that Casey, the classroom rabbit, is soft.	
➢ Describes objects in terms of similarities or differences.	1. Lesha says, "These trucks have four wheels." She continues to look for trucks with four wheels. 2. Jeff says, "This truck is red. This truck is blue." 3. Jenny says, "The rabbit is soft. The turtle is hard." 4. Emily says, "I want the phone and the markers - they are my favorite color- pink."	

Program of Studies - Entry Level Experience: Science: Properties (e.g., size, shape) of materials can be measured and used to describe, separate, or sort objects.
Head Start Child Outcomes: Scientific Skills & Methods

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity) Benchmark 1.2: Asks simple scientific questions that can be answered with exploration		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Asks simple scientific questions.	1. While looking at a bug book, Andrew asks, "Where's his mouth?'' as he points to a fly. 2. Blaise asks, "Why do leaves fall off trees?" 3. Kaycee asks, "Where does the sun go at night?"	
➢ Observes and/or manipulates objects and events to answer simple scientific questions.	1. Kyra picks up the pinecone and talks about the points and that it is sticky. 2. While exploring with water and objects, Taneka states, "The rock sinks. The cork floats." 3. Gregory says, "The water's ice when we put it in the freezer." 4. Bob questions the teacher about what the fat ball will become when he looks at the flower bulb.	
➢ Identifies objects that influence or affect other objects.	1. Angie tells Ms. Pat that, "The freezer made the water be ice." 2. "The sun makes the ice melt," adds Shelby. 3. Noah tells his friend Allen, "We can't go outside to play, the rain made the grass wet."	

Program of Studies - Entry Level Experience: Science: Ask simple scientific questions that can be answered through observations.
Head Start Child Outcomes: Scientific Skills & Methods/Scientific Knowledge

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity) Benchmark 1.3: Uses a variety of tools to explore the environment		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Uses non-standard tools to explore the environment.	1. Evan uses blocks to measure his friend's height. 2. Tessa uses a paper tube to magnify her voice. 3. Magda uses an egg-beater to make bubbles in the water-table. 4. Terrence uses an eye-dropper to drop food color into the water and make it green. 5. Nancy pours rice and beans into a sifter and says, "The rice comes out. The beans are stuck."	
➢ Uses standard tools to explore the environment.	1. Omar uses a magnet to pick up nails. 2. Caitlyn takes the magnet around the room to see what objects can be picked up. 3. Misty uses a magnifying glass to see details on a leaf. 4. Damon uses balance scales to compare the weight of blocks of different sizes. 5. Trent takes the binoculars to the window to look at the birds.	

Program of Studies - Entry Level Experience: Science: Properties (e.g., size, shape) of materials can be measured and used to describe, separate, or sort objects.
Head Start Child Outcomes: Scientific Skills & Methods

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity) Benchmark 1.4: Collects, describes, and records information through a variety of means		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Describes objects in terms of its properties.	1. While walking outside to the playground, Jackie says, "That tree is really tall!" 2. Manuel states, "This butterfly has wings." 3. "The ice is cold and hard," says Sage.	
➢ Collects items with similar properties.	1. Ashanti collects insects from the playground and puts them in a "bug jar." 2. After a class nature walk, Tim gathers all the stones and puts them together on the science table. 3. Tracy sorts all the caterpillars into one pile and the butterflies into another pile.	
➢ Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.	1. Grace draws pictures of bugs in her bug jar. 2. Shawn counts "sinking" objects and makes one tally (I) for each object. 3. Mario puts rocks and corks on a graphing mat to show what floats and what sinks.	

Program of Studies - Entry Level Experience: Science: Properties (e.g., size, shape) of materials can be measured and used to describe, separate, or sort objects. Math: Make a graph using manipulatives.
Head Start Child Outcomes: Scientific Skills & Methods/Scientific Knowledge

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity) Benchmark 1.5: Makes and verifies predictions based on past experiences		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Offers explanation with support of questions and other resources (computer software, experiments).	1. While observing birds in the play area, Ariel says, "That bird flies fast, just like the one I saw on the nature show." 2. "What's that?" asks Devon pointing to the snail in the fish tank. 3. Ms. Lynn helps the class collect snow and brings it inside to watch what happens in the warm classroom. Sari asks Ms. Lynn, "Why did the snow melt?" 4. Adam tells how two different insects are alike (wings, body shape, etc.) after using the computer to look at an insect website opened by the teacher.	
➢ Makes reasonable explanations independently using resources such as experiments, etc.	1. "The nail goes to the bottom because it's heavy," says Luis. 2. Conner says, "I see the moon at night. I see the sun at daytime." 3. "Nobody likes peas. There are too many left in the bowl," says Isaac.	
➢ Draws conclusions based on proved/disproved prediction.	1. Mike watches the teacher mixing paint and says, "Yellow and blue makes it green." 2. Marsha says, "The dog needs water to drink just like us." 3. Kareem says "Flowers need water to grow." 4. "The cork will float. It's not heavy," says Kara. 5. Max says, "My dog always runs inside for his food." 6. Dora says, "When the sun comes out the snowman will melt."	

Program of Studies - Entry Level Experience: Science: Ask simple scientific questions that can be answered through observations.
Head Start Child Outcomes: Scientific Skills & Methods/Scientific Knowledge

Social Studies

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives Benchmark 1.1: Differentiates between events that happen in the past, present and future		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Recognizes the beginning and end of an event.	1. Chris comes and sits on the circle time rug when the music stops. 2. Mykala claps at the end of a song. 3. Ivar comes to the table when food is placed there.	
➢ Recalls information about the immediate past.	1. At recall time, Eddie says, "I painted." 2. Bethany reports, "I was building with the blocks and Eddie knocked them down."	
➢ Develops awareness that events occurred before the child's birth.	1. Clarice shows friend a doll and says, "This was my Mommy's." 2. Shavon points to a picture of his Daddy in an Army uniform and says, "My daddy worked in the Army when I was little."	
➢ Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.	1. "There's no leaves on the tree," Leia comments when looking at pictures of her house in the summer and in the winter. 2. Ellie listens to a story about her town told by her Grandma and asks, "Were you little like me?"	
➢ Describes or represents a limited series of events in the correct sequence.	1. Sarah recalls and tells about a trip to McDonalds, "I ate chicken nuggets. I climbed on the toys." 2. Lee says "After circle time we have work time, then lunch." 3. Adria acts out "The Three Little Pigs" in order.	
➢ Experiments with general terms related to the elements of time.	1. Today is preschool day," says Conner. 2. Andre says, "Yesterday I am going to the zoo." 3. Nicole says "On cartoon day I'm going to Grandma's house."	
➢ Makes predictions about what may occur.	1. Max tells a teacher, "I'm going on the bus home." 2. "After lunch we will sing songs," says Adam.	

Program of Studies - Entry Level Experience: Social Studies: Distinguish among past, present, and future, and describe change over time. ***Head Start Child Outcomes***: Scientific Knowledge

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives Benchmark 1.2: Uses environmental clues and tools to understand surroundings		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Distinguishes and describes characteristics of the physical environment.	1. "I live in a blue house," says Ryan. 2. Abby says, "There's the playground. I see the slide." 3. Dominick says, "There's finger paint in the art center and a dump truck in the block center." 4. Steven tells his friend at preschool about the playground in his neighborhood by describing what he likes to do there.	
➢ Distinguishes different environments by the people or signs that are a part of that environment.	1. Ramona can recognize her name or symbol on her cubby. 2. Geno can recognize the "Stop" sign outside the school building. 3. Aiden sees lions, tigers and elephants in a picture book and says, "They live in a zoo."	
➢ Recognizes and uses a variety of objects and materials that represent the environment.	1. Cory puts house and store shapes on the flannel board. 2. Jamal can use a "Where are we chart" (chart shows activities locations), by moving a symbol or indicator to the place where he is going next. 3. Tameka uses blocks and signs to represent her street and house.	
➢ Shows interest in investigating geography tools.	1. Ben brings a travel map to class to show how the family drove to Florida. 2. Caleb and Kyra play with cars and trucks on the "road map" rug in the block center. 3. Angie and Sylvia follow a simple treasure hunt map within the gross motor room.	

Program of Studies - Entry Level Experience: Social Studies: Use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.

Head Start Child Outcomes: Scientific Knowledge/Scientific Skills & Methods/Social & Emotional Development - Knowledge of Families & Communities

Social Studies Standard 1: Demonstrates the basic understanding of the world in which he/she lives Benchmark 1.3: Shows an awareness of fundamental economic concepts		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Recognizes the relationship between supply and demand and depends on others to provide for wants and needs.	1. "I want to ride that," says Clinton, pointing to the tricycle on the playground. 2. Anthony says to the teacher, "I want to play with the car but Mark has it." 3. Joe is passing out milk cartons and says to the teacher, "I don't have enough milk."	
➢ Recognizes and uses objects for barter or trade.	1. In the housekeeping center, Brian plays "grocery store" with Mykala and uses play money and the cash register as they "buy" groceries. 2. Rashonda says, "I'll let you play with my truck if you give me the fireman's hat." 3. Clay says, "I'll push you in the swing if you push me."	
➢ Recognizes the use of money as a means of exchange.	1. Elizabeth says, "I got a dollar for my birthday and I'm going to buy a new book." 2. "We buy ice cream there," says Travis pointing to the ice cream shop in his neighborhood. Do you have money to buy some?" he asks. 3. "You give me those dollars," says Tara to John, "and you can have that hat."	

Program of Studies - Entry Level Experience: Social Studies: Recognize fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange).
Head Start Child Outcomes: None

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives Benchmark 1.4: Knows the need for rules within the home, school and community		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Identifies examples of authority.	1. "My mommy lets me play in here," says Evan. 2. Annie says, "Policemen keep us safe. They catch 'bad people'." 3. Damon says that his big brother can tell him what to do when his Mommy is not at home.	
➢ Understands there are consequences for actions.	1. Marci says, "You'll fall," when Ben climbs high on the playground structure. 2. Andy says, "If you throw sand you will have to get out." 3. "Teacher will not like it," continues Andy to his friend Sam. 4. Alex tells his friend not to pull the puppy's tail. "It hurts her," he says.	
➢ Recognizes there are different rules for different places.	1. Luke knows to ride the tricycle only in the designated area of the playground. 2. Sue says, "I have to use my inside voice in the room." 3. Jillian says, "Grandma doesn't make me rest after lunch."	
➢ Follows routines with little supervision.	1. "Daddy says, 'Don't touch the matches,'" Claudio tells Mia while standing by the fireplace. 2. Pedro cleans up when finishing an art activity. 3. Toby puts all the paper cups and napkins out for snack time by himself.	
➢ Follows rules applicable to the situation with little supervision.	1. Nina uses outside play equipment appropriately with little supervision. 2. Cami leads the line to the outside door of the building, stops and waits for her teacher. 3. Max finishes at the computer and gets Sarah for her turn.	

Program of Studies - Entry Level Experience: Social Studies: Recognize and understand the need for rules within the home and school setting.

Head Start Child Outcomes: Social & Emotional Development - Self Control/Social Relationships. Physical Health & Development - Health Status & Practices

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives Benchmark 1.5: Understands the roles and relationships within his/her family		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Recognizes the roles within his/her home.	1. Adam says "My daddy cooks supper and mommy washes the dishes." 2. Belinda says "I have to pick up my toys before I go to bed." 3. In dramatic play, Misha takes the role of mom and Sheila plays the step mom. 4. Sarah, Josh and Issac imitate roles of mother, father, baby in dramatic play.	
➢ Knows place in family structure.	1. Cami brings in a family photo and "introduces" each family member during sharing time. 2. Juan draws a picture of his family members. 3. Dante says, "I live with my daddy and my brother." 4. Julie says, "I am the sister at my house."	
➢ Uses familiarity of immediate surroundings to make sense of the world.	1. Micah tells his teacher about his Daddy's work and what he does there. 2. Jenna tells Ahmad that her sister reads stories to her and is amazed that Ahmad does not have a sister. 3. Jim knows how to swing the tire swing on the playground. He has one at his home.	

Program of Studies - Entry Level Experience: Social Studies: Note: Learning Description: - Social Studies .6 "Identifies family members and what he/she understands them to do within the family system. No POS connection.
Head Start Child Outcomes: Social & Emotional Development - Knowledge of Families & Communities

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives Benchmark 1.6: Knows that diversity exists in the world		
Developmental Continuum	**Example Behaviors**	**Comments, Notes, Strategies**
➢ Describes self and compares own descriptions with others' descriptions.	1. Isabella says, "I have lots of red hair." 2. Jalen tells Ms. Linda, "I can pick up my baby sister. My Dad says I'm strong."	
➢ Identifies and recognizes gender.	1. Yolanda says, "I'm a girl like Mommy." 2. Adam says that only girls can go in the kitchen. 3. "I'm a girl," says Emily, "and Lee and Isaac are boys."	
➢ Recognizes that people differ in language, dress, food, etc.	1. Nicole notices that Molly's skin is brown. 2. Tasha tells her Mom that Carlos speaks Spanish. 3. Melissa sings, "Hola" or "Jambo" during the "Hello" song. 4. Bryce signs, "I love you."	
➢ Recognizes and identifies differences in personal characteristics and family makeup.	1. Dante says, "I live with my daddy and my brother. Ari lives with his nana." 2. Jenny says, "My eyes are blue and your eyes are brown." 3. Jack says, "Eddie rides in a wheelchair and I walk. We both go to the playground though."	
➢ Recognizes that different people have different roles and jobs in the community.	1. In the dramatic play area, John grabs the briefcase and says, "I'm going to work." 2. When seeing a fireman in uniform, Felicia says, "The fireman puts out fires." 3. Sally sees a nurse and says, "She gives shots."	
➢ Recognizes and accepts similarities and differences.	1. Jasmine says, "I walk and Molly rides in a wheelchair." 2. Mitch says, "Eduardo says uno, dos, tres. I say one, two, three." 3. "Franklin likes pizza. I do too," says Cari.	

Program of Studies - Entry Level Experience: Social Studies: Recognize language, music, art, dress, food, literature, and folktales as elements of culture.

Head Start Child Outcomes: Social & Emotional Development - Knowledge of Families and Communities

Appendix

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Kentucky's Early Childhood Standards
Overview of the Development Process

In response to the vision set forth by the KIDS NOW initiative that "all young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities", two workgroups convened to establish early childhood learning standards for Kentucky's children from birth through four years of age. The purpose of these standards is to support the transition of young children to school and assist with building the foundation for school success.

The first workgroup was convened in February 2001 with support from the Kentucky Department of Education. This workgroup focused on addressing child learning standards for four year old children. A second workgroup was formed in July of 2001 to develop learning standards for children from birth to age four. This group was convened with support from the Office of Early Childhood Development.
(A list of the workgroup members and their affiliations is included in these appendices.)

Establishment of these workgroups was in response to the national education focus on the central issues of enhanced educational performance and accountability. The goal of each workgroup was to develop specific child learning standards for children birth through four years of age. An overarching goal was to ensure the linkage of standards across the birth through four age span and the linkage of all standards with the Kentucky Program of Studies for K-12

The work of these groups was guided by the following principles:

- Social-emotional experiences and relationships are the foundation for child development.
- Early care and education programs must use research-based, recommended practices.
- The interaction and influence among developmental domains must be considered in addressing program and child needs and outcomes.
- The individual developmental needs of children must be addressed.
- Understanding the ecological nature of early childhood and addressing the cultural needs of children and families is integral to quality early childhood programs.
- The quality of early care and education programs impacts short- and long- term outcomes for children.

The workgroups completed their recommendations in the early spring of 2002, at which time a new workgroup was formed to review the recommendations and work to address the alignment across both age groups and with the Kentucky Program of Studies for K-12. Once this work was completed, the document underwent three stages of field review: state agency representative review, in-state expert review in the winter 2002-03 and National Expert Review. Statewide roll out of Kentucky's Early Childhood Standards takes place in June 2003.

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Kentucky's Early Childhood Standards is the result of a collaborative effort by many persons over a period of more than two years. Stakeholders from across the early childhood field were represented on two work groups, one covering the age range birth through three years and the other one addressing four-year-olds. Each work group was then divided into sub-groups according to children's age levels and/or domains of development. The members of the work groups researched the current literature and documents from other states and drew from their own expertise and experience to develop standards, benchmarks, developmental continuum, and examples.

Smaller teams, made up of representatives of the sub-groups, met for several more months to compile and align the standards and benchmarks that had been developed. At this point, the standards, benchmarks, developmental continuum, and example behaviors for each developmental area across all age groups were sent to individual reviewers in Kentucky for feedback. Finally, a writing team, drawn from the membership of the alignment teams, revised and integrated the work into one document, formatting it in a way that would be both informative and user friendly. A final review of *Kentucky's Early Childhood Standards* was completed at the national level, and additional revisions were made.

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Primary Education Entry Level Experiences

Primary English/Language Arts

Academic Expectations	Content/Process
Reading - Arts and Humanities	*Meaning of Text*
	Listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading.
	Vocabulary
	Use auditory and visual strategies to understand words and their meanings.
	Concepts of Print
	Employ concepts of print including book handling and directionality (e.g., left to right, top to bottom, front to back).
	Word Patterns
	Develop awareness of sounds and patterns in language including auditory segmenting (dividing words into sounds), blending (combining sounds to make words), and rhyming.
	Experience with Text
	Use prior experiences to help make sense of stories (additional supporting 6.2).
	Monitoring Strategies
	None
	Re-telling
	Use pictures to tell stories.
	Summarizing
	Summarize what happened in a story by telling and/or drawing.
	Text Structure
	Respond to rhythmic and patterned/predictable reading materials while listening.

Academic Expectations	Content/Process
Writing - Arts and Humanities	*Idea Development*
	Produce, through drawing, symbols and letters, writing which has meaning to the student.
	Structural Patterns
	Use principles of directionality (left to right, top to bottom, front to back) for placement of text and pictures).
	Sequencing
	None
	Organization
	Label pictures and drawings.
	Correctness
	Produce pictures, marks, and signs that represent print.
	Responses
	None

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Academic Expectations	Content/Process
Speaking/Listening/Observing	*Listening*
	Interpret and apply meaning from listening.
	Observing
	Use senses to understand the world around them.
	Speaking
	Engage in informal communication.
	Responses
	None

Academic Expectations	Content/Process
Inquiry	*Pose Questions*
	Pose questions to obtain ideas and information for authentic purposes.
	Research Tools
	Identify research tools.

Academic Expectations	Content/Process
Technology as Communication	*Access Information*
	Explore and use technology to access ideas and information for authentic tasks.
	Communication
	Explore and use technology as a means of communication.

Primary Mathematics

Academic Expectations	Content/Process
	Problem Solving/Communication/Connections/Reasoning
Numbers, Integers & Place Value	Read, write, count, and model whole numbers, 0-5.
Fractions & Decimals	None
Number Computation	Develop meaning of addition and subtraction using physical objects.
Number Computation - Geometry	Identify, describe, and make geometric figures (e.g., circle, triangle, square, rectangle).
Measurement	Compare and order by size (e.g., large/small).
Probability and Statistics	Make a graph using manipulatives. Read data displayed on concrete graph.
Algebraic Ideas	Identify patterns in real life. Reproduce and extend patterns using manipulatives.

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Primary Science

Academic Expectations	Content /Process
Scientific Inquiry - Scientific Ways of Thinking and Working	Ask simple scientific questions that can be answered through observations.
Conceptual Understandings - Patterns, Systems, Scale and Models, Constancy, and Change Over Time	*Physical Science* *Properties of Objects and Materials*
	Properties (e.g., size, shape) of materials can be measured and used to describe, separate, or sort objects.
	Position and Motion of Objects
	None
	Light, Heat, Electricity, and Magnetism
	Magnets attract and repel each other as well as certain kinds of other materials.
	Earth/Space Science *Properties of Earth Materials*
	None
	Objects in the Sky
	The Sun provides the light and heat necessary to maintain the temperature of the Earth.
	Changes in the Earth and Sky
	Objects in the sky (e.g., Sun, moon) have patterns of movement.
	Life Science *Characteristics of Organisms*
	Organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.
	Life Cycles of Organisms
	None
	Organisms and their Environments
	None
Applications/Connections - Patterns, Systems, Scale and Models, Constancy, and Change Over Time	Distinguish between natural objects and objects made by humans. Examine the interaction between science and technology.

Primary Social Studies

Academic Expectations	Content/Process
Historical Perspective	Distinguish among past, present, and future, and describe change over time
Geography	Use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.
Economics	Recognize fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange).
Government and Civics	Recognize and understand the need for rules within the home and school setting.
Culture and Society	Recognize language, music, art, dress, food, literature, and folktales as elements of culture.

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Primary Arts and Humanities

Primary Dance

Academic Expectations	Content/Process
Elements of Dance	Experience various ways of moving with attention given to the elements of dance (space, time, force).
Dance Movements and Forms	Explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.
Historical and Cultural Context	Experience dances of diverse cultures, purposes, and styles.

Primary Visual Arts

Academic Expectations	Content/Process
Elements of Art and Principles of Design	Experience art with attention given to the elements of art (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern).
Processes and Media	Explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art.
Historical and Cultural Context	Explore art from different cultures, periods, and styles. Experience art from different cultures, periods, and styles.

Primary Music

Academic Expectations	Content/Process
Elements of Music	Respond to music with minimal attention given to the elements of music (rhythm, melody, form, harmony, timbre, dynamics, tempo).
Historical and Cultural Context	Listen to music of diverse cultures, periods, and styles.

Primary Theatre (Drama)

Academic Expectations	Content/Process
Elements of Drama	Experience dramatic works with attention given to the elements of drama (plot, character).
Historical and Cultural Context	Experience dramatic works from different cultures, periods, and styles.

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Primary Health Education

Academic Expectations	Content/Process
Individual Well-Being	Become aware of the concept of responsibility to oneself (e.g., do your best, be the best you can be).
Consumer Decisions	Become aware of what it means to be a consumer.
Personal Wellness - Safety Rules and Procedures	Identify and practice school safety rules (e.g., playground, bus, classroom) and school safety procedures (e.g., tornado drills, fire drills, earthquake drills). Identify and practice traffic safety rules (e.g., crossing streets, riding bikes, helmets, seat belts).
Personal Wellness - Nutrition	Identify basic food groups.
Mental Wellness	Define friendship. Explain ways to develop friendships.
Community Resources	Become aware of appropriate community agencies (e.g., police department, fire department, health department, mental health provider and the health and safety services they provide.

Primary Physical Education

Academic Expectations	Content/Process
Personal Wellness	Feel and hear their own heartbeat.
Psychomotor	*Locomotor and Nonlocomotor*
	Perform a variety of nonlocomotor skills (e.g., push, pull, twist, turn, curl, stretch, balance). Perform a variety of locomotor skills (e.g., walk, run, hop).
	Manipulative Skills
	Discover a variety of ways to manipulate objects (e.g., with hands, feet, elbow, head).
	Movement Concepts
	Define personal and general space concepts. Balance in different positions (e.g., feet, hands, knees, head).
Lifetime Activity	Describe how practice helps individuals improve.

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EARLY LEARNING STANDARDS: CREATING THE CONDITIONS FOR SUCCESS

A Joint Position Statement of

The National Association for the Education of Young Children (NAEYC) and The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)*

Approved November 19, 2002

EXECUTIVE SUMMARY

Endorsed by the Council of Chief State School Officers, April 2003

Introduction

Early childhood education has become part of a standards-based environment. More than 25 states have standards[1] describing desired results, outcomes, or learning expectations for children below kindergarten age; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics. This movement raises significant educational, ethical, developmental, programmatic, assessment, and policy issues. Rather than writing a new set of standards, in this position statement NAEYC and NAECS/SDE address those issues, describing four features that are essential if early learning standards are to be developmentally effective. The recommendations in this position statement are most relevant to young children of preschool or prekindergarten age, with and without disabilities, in group settings including state prekindergarten programs, community child care, family child care, and Head Start. However, the recommendations can guide the development and implementation of standards for younger and older children as well.

The Position

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) take the position that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use

implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

Because of the educational and developmental risks for vulnerable young children if standards are not well developed and implemented, the recommendations in this position statement are embedded in and refer to the principles set forth in NAEYC's code of ethical conduct. According to this code, early childhood professionals and others affecting young children's education must promote those practices that benefit young children, and they must refuse to participate in educational practices that harm young children. Thus, a test of the value of any standards effort is whether it promotes educationally and developmentally positive outcomes and whether it avoids penalizing or excluding children from needed services and supports.

* Download/view the full position statement (Adobe Acrobat Document)

Essential Features

A developmentally effective system of early learning standards must include four essential features:

1. **Effective Early Learning Standards Emphasize Significant, Developmentally Appropriate Content and Outcomes**

    - Effective early learning standards give emphasis to **all domains** of early development and learning.
    - The content and desired outcomes of effective early learning standards are **meaningful and important** to children's current well-being and later learning.
    - Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are **based on research about** the processes, sequences, and long-term consequences of **early learning and development**.
    - Effective early learning standards create **appropriate expectations** by linking content and desired outcomes to specific ages or developmental periods.
    - The content of effective early learning standards, and expectations for children's mastery of the standards, must **accommodate variations**—community, cultural, linguistic, and individual-that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.

2. **Effective Early Learning Standards Are Developed and Reviewed Through Informed, Inclusive Processes**

    - The process of developing and reviewing early learning standards relies on relevant, valid **sources of expertise**.
    - The process of developing and reviewing early learning standards involves **multiple stakeholders**. Stakeholders may include community members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.
    - Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for **discussion and exchange**.
    - Early learning standards remain relevant and research based by using a systematic, interactive process for regular **review and revision**.

3. **Early Learning Standards Gain Their Effectiveness Through Implementation and Assessment Practices That Support All Children's Development in Ethical, Appropriate Ways**

   - Effective early learning standards require equally effective **curriculum, classroom practices, and teaching strategies** that connect with young children's interests and abilities, and that promote positive development and learning.
   - **Tools to assess young children's progress** must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information.
   - Information gained from **assessments** of young children's progress with respect to standards must be **used to benefit children**. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.

4. **Effective Early Learning Standards Require a Foundation of Support for Early Childhood Programs, Professionals, and Families**

   - Research-based standards for early childhood **program quality, and adequate resources** for high-quality programs, build environments where standards can be implemented effectively.
   - Significant expansion of **professional development** is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.
   - Early learning standards have the most positive effects if **families**—key partners in young children's learning—are provided with respectful communication and support.

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[1]NCRESST defines *standards* as "the broadest of a family of terms referring to expectations for student learning." This position statement uses the term *early learning standards* to describe expectations for the learning and development of young children. Narrower terms included in standards and early learning standards are *content standards* ("summary descriptions of what it is that students should know and/or be able to do within a particular discipline" [McREL]); *benchmarks* ("specific description of knowledge or skill that students should acquire by a particular point in their schooling" [McREL]-usually tied to a grade or age level); *performance standards* ("describes levels of student performance in respect to the knowledge or skill described in a single benchmark or a set of closely related benchmarks" [McREL]). Important, related standards that are not included in this position statement's definition of early learning standards are *program standards*--expectations for the characteristics or quality of schools, child care centers, and other educational settings. It should be noted that Head Start uses the term *Performance Standards* in a way that is closer to the definition of program standards, describing expectations for the functioning of a Head Start program and not the accomplishments of children in the program. A working group of representatives from NAEYC, CCSSO, ERIC, and other groups is developing a more complete glossary of terms related to standards, assessment, and accountability.

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EARLY LEARNING STANDARDS: CREATING THE CONDITIONS FOR SUCCESS

A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

Endorsed by the Council of Chief State School Officers, April 2003

Introduction

Early childhood education has become part of a standards-based environment. More than twenty-five states have standards[1] describing desired results, outcomes, or learning expectations for children below kindergarten age; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics. This movement presents both opportunities and challenges for early childhood education. Rather than writing a new set of standards, in this statement NAEYC and NAECS/SDE address the significant educational, ethical, developmental, programmatic, assessment, and policy issues related to early learning standards. The position statement outlines four features that are essential if early learning standards are to be developmentally effective. The recommendations in this position statement are most relevant to young children of preschool or prekindergarten age, with and without disabilities, in group settings including state prekindergarten programs, community child care, family child care, and Head Start. However, the recommendations can guide the development and implementation of standards for younger and older children as well.

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The Position

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) take the position that early learning standards can be a valuable part of a comprehensive, high quality system of services for young children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

Because of the educational and developmental risks for vulnerable young children if standards are not well developed and implemented, the recommendations in this position statement are embedded in and refer to the principles set forth in NAEYC's code of ethical conduct.[1] According to this code, early childhood professionals and others affecting young children's education must promote those practices that benefit young children, and they must refuse to participate in educational practices that harm young children. Thus, a test of the value of any standards effort is whether it promotes positive educational and developmental outcomes and whether it avoids penalizing or excluding children from needed services and supports.

Desired Effects of the Position Statement

NAEYC and NAECS/SDE have developed this position statement, and invited other associations to support and endorse its recommendations, in order to:

- **Take informed positions on significant, controversial issues affecting young children's education and development**
- **Promote broad-based dialogue**
- **Create a shared language and evidence-based frame of reference so that practitioners, decision makers, and families may talk together about early learning standards and their essential supports**
- **Influence public policies—those related to early childhood systems development as well as to the development, implementation, and revision of standards—that reflect the position statement's recommendations**
- **Stimulate investments needed to create accessible, affordable, high quality learning environments and professional development to support the implementation of effective early learning standards.**
- **Strengthen connections between the early childhood and K-12 education communities**
- **Build more satisfying experiences and better educational and developmental outcomes for all young children**

Background and Context

Standards and the Early Childhood Education Field

One of NAEYC's first publications, written in 1929, was called *Minimum Essentials for Nursery Education*.[2] Since then, NAEYC has developed criteria for accrediting early childhood education programs,[3] teacher education standards,[4] guidelines for developmentally appropriate practice[5] and, in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), curriculum and assessment guidelines[6]. NAEYC publications[7] have also described the role of professional organizations' content standards in early childhood education.

Yet the U.S. standards movement in elementary and secondary education, begun in the 1980s, did not have an immediate impact on education before kindergarten. In recent years, however, increased public awareness of the importance of early education, the

expanded involvement of public schools in education for 3- and 4-year-olds, and reports from the National Research Council, including the influential *Eager to Learn* report[8], have stimulated a rapid expansion of the standards movement into early education. Preliminary results from a recent national survey show more than 25 states with specific child-based outcome standards for children younger than kindergarten age.[9] The Head Start Bureau has established a "Child Outcomes Framework,"[10] describing learning expectations in each of eight domains. Professional associations have developed content standards in areas including early mathematics and literacy.[11] National reports and public policies have called for the creation of standards—variously including program standards, content standards, performance standards, and child outcomes—as part of a broader effort to build school readiness by improving teaching and learning in the early years.

The Distinctive Characteristics of Early Childhood

Early childhood is a distinct period of life that has value in itself as well as creating foundations for later years. States and others must consider the characteristics of early childhood as the standards movement extends into the years before kindergarten:

- The younger children are, the harder it is to create generalized expectations for their development and learning, because young children's development varies greatly and is so heavily dependent upon experience.[12]

- This variability also creates greater challenges in assessing young children's progress in meeting standards or achieving desired results.[13]

- To a greater extent than when children are older, young children's development is connected across developmental domains, with progress in one area being strongly influenced by others. This again has implications for how standards are written and implemented.

- Young children's development and learning are highly dependent upon their family relationships and environments. The development and implementation of early learning standards must therefore engage and support families as partners[14].

- Our youngest children are our most culturally diverse.[15] Early learning standards must take this diversity into account. In addition, many children transition from culturally familiar child care programs and family environments into settings that do not reflect their culture or language. These discontinuities make it difficult to implement early learning standards in effective ways.

- Early childhood programs include an increasing number of children with disabilities and developmental delays.[16] These children must be given especially thoughtful consideration when states or others develop, implement, and assess progress in relation to early learning standards.

- Finally, settings for early education before kindergarten vary greatly in their sponsorship, resources, and organization—far more than the K-12 system—and the vast majority of those programs are not regulated by public schools. In such a fragmented system, standards cannot have a positive effect without intensive attention to communication, coordination, consensus building, and financing.

Risks and Benefits of Early Learning Standards

Reflecting on this expanded interest, on more than a decade of experience with systems of K-12 standards, curriculum, assessment, and accountability, and on the experience of a number of states and professional organizations, NAEYC and NAECS/SDE see risks as well as significant potential benefits in the movement toward early learning standards. Both need to be taken into account as early learning standards are developed and implemented.

Possible Risks

The major risk of any standards movement is that the responsibility for meeting the standards will be placed on children's shoulders, rather than on the shoulders of those who should provide opportunities and supports for learning. This risk carries especially great weight in the early years of schooling, which can open or close the door to future opportunities. Negative consequences potentially face children who fail to meet standards, because the data may be used to label children as educational failures, retain them in grade, or deny them educational services.[17] Culturally and linguistically diverse children, and children with disabilities, may be at heightened risk.

Other issues also require thoughtful attention. The development of high quality curriculum and teaching practices—essential tools in achieving desired results—can be forgotten in a rush from developing standards to assessing whether children meet the standards. Standards can also run the risk of being rigid, superficial, or culturally and educationally narrow. In the K-12 arena, at times standards have driven curriculum toward a more narrowly fact- and skill-driven approach with a resulting loss of depth, coherence, and focus. In the early childhood field, this trend could undermine the use of appropriate, effective curriculum and teaching strategies. Finally, the K-12 experience has shown that even the best-designed standards have minimal benefit when there is minimal investment in professional development, high quality assessment tools, program or school resources, and a well-financed education system.[18]

Benefits

Despite these cautions, past experience also suggests that under the right conditions early learning standards can create significant benefits for children's learning and development[19]. *Eager to Learn,*[20] *Neurons to Neighborhoods,*[21] and other reports underscore young children's great capacity to benefit from experiences that are challenging and achievable. Clear, research-based expectations for the content and

desired results of early learning experiences can help focus curriculum and instruction, aiding teachers and families in providing appropriate, educationally beneficial opportunities for all children. These opportunities can, in turn, build children's school readiness and increase the likelihood of later positive outcomes.

Besides their potential benefits for young children, early learning standards may carry other advantages. The process of discussing what should be included in a standards document, or what is needed to implement standards, can build consensus about important educational outcomes and opportunities. Strong reciprocal relationships with families and with a wide professional community can be established through these discussions. Families can expand their understanding about their own children's development and about the skill development that takes place in early education settings, including learning through play and exploration. Teachers, too, can expand their understanding of families' and others' perspectives on how children learn.

Carefully developed early learning standards, linked to K-12 expectations, can also contribute to a more coherent, unified approach to children's education. Educators, families, and other community members see the connections between early learning opportunities and positive long-term outcomes. For example, they can see that standards emphasizing the value of conversations with toddlers are based on evidence that such conversations promote acquisition and expansion of vocabulary in preschool, which in turn predicts success in meeting reading standards in the early elementary grades.[22] Finally, a developmental continuum of standards, curriculum, and assessments, extending from the early years into later schooling, can support better transitions from infant-toddler care through preschool programs to kindergarten and into the primary grades, as teachers work within a consistent framework across educational settings.

DEVELOPMENTALLY EFFECTIVE EARLY LEARNING STANDARDS: ESSENTIAL FEATURES

In order for early learning standards to have these benefits for young children and families, NAEYC and NAECS/SDE believe that four essential features must be in place: **(1) significant, developmentally appropriate content and outcomes; (2) informed, inclusive processes to develop and review the standards; (3) implementation and assessment strategies that are ethical and appropriate for young children, and (4) strong supports for early childhood programs, professionals, and families.**

Recommendations in each of these areas follow, with a brief rationale for each. NAEYC and NAECS/SDE have grounded these recommendations in a knowledge base that includes educational, developmental, and policy research; positions and other statements by our own and other organizations and agencies; and promising practices in a number of states.

1. EFFECTIVE EARLY LEARNING STANDARDS EMPHASIZE SIGNIFICANT, DEVELOPMENTALLY APPROPRIATE CONTENT AND OUTCOMES

To be effective, early learning standards must explicitly incorporate (1) all domains of young children's development; (2) content and desired outcomes that have been shown to be significant for young children's development and learning; (3) knowledge of the characteristics, processes, and sequences of early learning and skill development; (4) appropriate, specific expectations related to children's ages or developmental levels, and (4) cultural, community, linguistic, and individual perspectives.

- **Effective early learning standards give emphasis to *all* domains of development and learning.**

  Young children's development is strongly interconnected, with positive outcomes in one area relying on development in other domains. Therefore, early learning standards must address a wide range of domains—including cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies. Three recent early childhood reports from the National Research Council (*Preventing Reading Difficulties,*[23] *Eager to Learn*[24], and *Neurons to Neighborhoods*[25]) explicitly underscore this point.

  K-12 standards have often focused on academic subject matter rather than including other domains. When standards give undue weight to only a few content areas, while ignoring or lessening the importance of other areas, young

children's well being is jeopardized. Because research has emphasized how powerfully early social and emotional competence predict school readiness and later success, and because good early environments help build this competence, this domain should be given explicit attention in early learning standards.[26] At the same time, early learning standards must create and support expectations that promote children's learning in areas such as language, literacy and mathematics,[27] which have at times been under-emphasized or inappropriately taught.

- **The content and desired outcomes of early learning standards are meaningful and important to children's current well being and later learning.**

  In creating early learning standards, states and professional organizations must answer the "so what" question: What difference will this particular expectation make in children's lives? Standards developed for elementary and secondary education have varied in how well they have addressed the issue of meaningfulness. Those standards that focus on the "big ideas" within domains or academic disciplines appear better able to support strong curriculum, high quality assessments, and positive results for children.[28] Longitudinal research may provide guidance in selecting significant content for early learning standards—if a specific piece of learning appears to make little difference for children's current well being or later outcomes, then it may not be worth attending to in a standards document.

- **Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are based on research about the processes, sequences, and long-term consequences of early learning and development**

  Pressures to align standards with those in the K-12 system can influence standards for younger children in undesirable ways. For instance, working backward from standards for older children, some may reason that if the kindergarten standards say that five-year olds are expected to count to 20, then 4-year-olds should be expected to count to 10, and 3-year-olds to count to five. This simplified approach to alignment contradicts developmental research consistently showing that earlier forms of a behavior may look very different than later forms.[29] One example is the finding that non-academic strengths such as emotional competence[30] or positive "approaches to learning"[31] when children enter kindergarten are strong predictors of academic skills in later grades.

  For these reasons, early learning standards should be built *forward*, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial.

- **Effective early learning standards create appropriate expectations by linking content and desired outcomes to specific ages or developmental periods.**

  An especially challenging task is to determine how the expectations in early learning standards may best be linked to specific ages or developmental levels. When a standard is written to cover a wide age spectrum—for example, from ages three through six—adults may assume that the youngest children should be accomplishing the same things as the oldest children, leading to frustration both for the youngest children and for their teachers. Conversely, with such broad age ranges for standards, adults may also underestimate the capacities of older children, restricting the challenges offered to them.

  Alternatives are available. Reports on standards development work from the U.S. Department of Education's Mid-Continent Regional Educational Laboratory (McREL)[32] recommends broadly written content standards but with specific "grade-level benchmarks" being used to describe year-by-year knowledge and skills related to a particular standard. Yet yearly age- or grade-level expectations may also ignore the wide developmental variability of young children who are the same age or in the same year in school, including children with disabilities. For early learning standards, then, a good approach may be to provide flexible descriptions of research-based learning trajectories or "developmental continua," referring to but not tightly linked to age-related yearly accomplishments (as in NAEYC and the International Reading Association's joint position statement *Learning to Read and Write*[33]).

- **The content of effective early learning standards, and expectations for children's mastery of the standards, must accommodate the variations—community, cultural, linguistic, and individual—that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.**

  Young children's learning is intimately connected to and dependent upon their cultures, languages, and communities. Research shows that there are wide cultural variations in the experiences and developmental pathways taken by young children, as well as in children's individual needs, including those with disabilities.[34] Early learning standards should be flexible enough to encourage teachers and other professionals to embed culturally and individually relevant experiences in the curriculum, creating adaptations that promote success for all children.

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2. EFFECTIVE EARLY LEARNING STANDARDS ARE DEVELOPED AND REVIEWED THROUGH INFORMED, INCLUSIVE PROCESSES

The processes by which early learning standards are developed and reviewed contribute to their credibility and effectiveness. These processes should rely on appropriate expertise, stakeholder involvement, and regular evaluation and revision.

- **The process of developing and reviewing early learning standards relies on relevant, valid sources of expertise.**

  Effective early learning standards are developed through a process that uses scientifically valid, relevant evidence to create and review expectations about content and desired outcomes for young children. A sound knowledge base of developmental and educational research exists, including syntheses recently published by the National Research Council,[35] as well as publications from national professional associations.[36] Over time, standards also require rigorous validation through studies demonstrating that the expectations in the standards do indeed predict positive developmental and learning outcomes.

- **The process of developing and reviewing early learning standards involves multiple stakeholders. Stakeholders may include community members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.**

  The wide range of cultures, communities, settings, and life experiences within which young children are educated, the critical importance of families in early learning, and the educational significance of transitions into infant-toddler care, preschool, kindergarten, and beyond,[37] make it essential to engage many participants in developing and refining early learning standards. States and other groups must find effective ways to bring a wide range of stakeholders to the table, creating opportunities for dialogue between the public school community and others responsible for children's early learning.[38]

- **Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for discussion and exchange.**

  Standards documents that just sit on shelves cannot be part of an effective early childhood system. Multiple sectors of the early childhood community (e.g., community child care; early intervention; family child care, etc) as well as the K-3 community, families and others committed to positive outcomes for young children can develop an understanding of how standards may be used effectively in early childhood education. This requires that standards be communicated in clear language. It also requires commitment from standards developers and

from early childhood professional associations, to create ongoing dialogue about early learning standards and their implications.

- **Early learning standards remain relevant and research based by using a systematic, interactive process for regular review and revision.**

  The advancing knowledge base in education and child development, as well as changing community, state, and national priorities, require that standards be regularly re-examined with processes like those used in the standards' initial development. In addition, as K-12 standards are revised and revisited, standards for children below kindergarten age should be part of the process, so that expectations align meaningfully across the age and grade spectrum.

3. EARLY LEARNING STANDARDS GAIN THEIR EFFECTIVENESS THROUGH IMPLEMENTATION AND ASSESSMENT PRACTICES THAT SUPPORT ALL CHILDREN'S DEVELOPMENT IN ETHICAL, APPROPRIATE WAYS

Perhaps the greatest difficulty in creating early learning standards is to establish valid, effective, ethically grounded systems of implementation, assessment, and accountability. In their joint position statement on curriculum and assessment,[39] NAEYC and NAECS/SDE offer detailed guidelines for the positive uses of child assessment, screening, and accountability systems. NAEYC's Code of Ethical Conduct[40] provides further professional guidance. The recommendations below build on these position statements with specific focus on assessments that are linked to early learning standards.

- **Effective early learning standards require equally effective curriculum, classroom practices, and teaching strategies that connect with young children's interests and abilities, and that promote positive development and learning.**

  Early learning standards describe the "what"—the content of learning and the outcomes to be expected—but they seldom describe the "how." While research does not support one best approach to teaching young children,[41] it consistently emphasizes the need for curriculum, educational practices and teaching strategies that respond to children's needs and characteristics. Language-rich interactions and relationships with adults and peers; challenging, well-planned curriculum offering depth, focus, choice, engagement, investigation, and representation; teachers' active promotion of concept and skill development in meaningful contexts; adaptations for children with disabilities and other special needs; an integrated approach to teaching and learning—these are just some of the components of the rich curriculum and repertoire of teaching strategies"[42] that are essential to young children's learning.

- **Tools for assessing young children's progress must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information.**

  Assessment is an essential component of effective early childhood education,[43] and the development of appropriate assessments has long been a priority in the field. Appropriate assessment begins with a comprehensive understanding of what is to be assessed—in this case, the content and desired outcomes expressed in early learning standards. Broad, significant content cannot be assessed with narrow instruments. Beyond the important requirements of technical adequacy (reliability and validity), assessments must also be developmentally valid, including observations by knowledgeable adults in real-life early childhood contexts, with multiple, varied opportunities for assessment over time. Of special importance when developing standards-related assessments are the needs of culturally diverse children and children with disabilities. In addition, the information yielded by these assessments must be useful to practitioners and families. A number of states have intentionally addressed these critical assessment issues when developing their early learning standards.

  Assessments that are developed or adopted to use with early learning standards should follow the same principles that have been articulated in the joint position statement of NAEYC and NAECS/SDE on Curriculum and Assessment[44] and by other professional groups such as the Commission on Instructionally Supportive Assessment convened by the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and the National Middle School Association,[45] the National Education Goals Panel,[46] the American Educational Research Association (AERA), the American Psychological Association (APA), the National Council on Measurement in Education,[47] and the National Association of School Psychologists (NASP)[48].

  Using instruments that were designed for older children to assess younger children's learning is unacceptable. Pulling poorly conceived assessments off the shelf to meet an immediate need, when these assessments do not align meaningfully with the standards or with young children's characteristics, contradicts these expert recommendations. Such assessments yield developmentally, educationally, and culturally meaningless information. Assessments that are appropriate for young children, including classroom-based assessments, are available in all domains of development and learning and for a variety of specific assessment purposes. Professionals need not and cannot compromise assessment quality.

- **Information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.**

Professional associations are unanimous in stating that, whenever learning is assessed and whenever assessment results are reported, children must benefit from that assessment. These benefits can and should include improvements in curriculum and teaching practices, better developmental outcomes, greater engagement in learning, and access to special interventions and supports for those children who are having difficulty. The misuse of assessment and accountability systems has the potential to do significant educational and developmental harm to vulnerable young children. Children's failure to meet standards cannot be used to deny them services, to exclude them from beneficial learning opportunities, or to categorize them on the basis of a single test score[49]. For example, families should not be advised to keep a child out of kindergarten because a single test shows that their child has not met certain standards. Such misuses of standards-related assessments violate professional codes of ethical conduct.[50]

4. EFFECTIVE EARLY LEARNING STANDARDS REQUIRE A FOUNDATION OF SUPPORT FOR EARLY CHILDHOOD PROGRAMS, PROFESSIONALS, AND FAMILIES

Even the best standards for young children's learning will be ineffective unless early childhood programs themselves meet high standards, and unless programs, professionals, and families are strongly supported.

- **Research-based standards for early childhood programs, and adequate resources to support high quality programs, build environments where early learning standards can be implemented effectively.**

  Research has identified the kinds of early environments and relationships that promote positive outcomes for children.[51] Using this knowledge, national accreditation systems such as that of NAEYC[52] define and assess early childhood program quality. In creating a system of standards for early education, a few states have begun by developing program standards before turning to content or performance standards for young children, believing that clear expectations and supports for program quality are an essential first step.

- **Significant expansion of professional development is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.**

  Well-educated, knowledgeable and caring teachers are the key to positive outcomes for children.[53] Efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher-educators—not just about the standards themselves but about the appropriate curriculum, teaching strategies, relationships, and assessment tools that together make up a systematic approach to improving outcomes for all children.

- **Early learning standards will have the most positive effects if families—key partners in young children's learning—are provided with respectful communication and support.**

  Families' hopes and expectations play a critically important role in early development[54]. Families and other community members also provide many of the experiences and relationships needed for young children's success. Any effort to develop and implement shared expectations or standards for early learning will be more successful if families are well supported as part of the process.

CONCLUSION

This position statement is subtitled "Creating the Conditions for Success." In describing the four conditions under which effective early learning standards can be developed and implemented, NAEYC and NAECS/SDE set forth significant challenges to states, professional groups, and the early childhood field. Important, developmentally appropriate content and outcomes; informed, inclusive processes for standards development and review; standards implementation and assessment practices that promote positive development; strong supports for early childhood programs, professionals, and families—each of these requires substantial commitment of effort and resources. Shortcuts are tempting. Yet when these conditions are met, early learning standards will contribute to a more focused, responsive, and effective system of education for all young children.

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APPENDIX

DEVELOPING A JOINT POSITION STATEMENT FROM NAEYC AND NAECS/SDE:

BACKGROUND AND PROCESSES

Background. In July 2000, NAEYC's Governing Board voted to give focused attention to early learning standards, as a high priority issue for the organization. Following Board discussions and dialogue at several conference sessions, NAEYC's Governing Board decided to develop a position statement articulating principles or criteria for developing, adopting, and using early learning standards. NAEYC's long history of collaboration with the National Association of Early Childhood Specialists in State Departments of Education quickly led to a decision by both organizations to create a joint position statement.

Developing the Position Statement. The processes used to develop the position statement have been collaborative, beginning with the establishment of a joint working group and an invitation to multiple stakeholder organizations and experts to help identify the key issues that the position statement should address. Conference sessions and e-mail distribution to the organizations' members, other groups, and individuals with special expertise were used to seek feedback on drafts of the position statement. After further input and revisions, NAEYC's Governing Board and the membership of NAECS/SDE voted to approve the position statement on November 19, 2002.

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